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ABSTRACT

This report was prepared in response to the Oregon Committee on Instruction, Research and Public Service Programs' request that it be informed periodically as to developments in teacher education and the state system's production of elementary and secondary teachers in relation to demand. The report provides information and discussion concerning: (1) present allocations, both undergraduate and graduate, in teacher education in the state system institutions and the rationale for those allocations; (2) the relationship of present/projected production of teachers and other certified personnel to anticipated employment opportunities; (3) comparative costs of instruction in professional education courses among the state system institutions, and how these costs compare with average costs for all courses combined at those institutions; (4) appropriate production-demand ratio and means to attain and maintain this ratio; (5) quality improvement of teacher education graduates; (6) maintenance and improvement of inservice teachers' skills. Principal findings and recommendations are given for each area of investigation. The state policies regarding admission and retention of teacher education candidates in the state system is examined in the appendix. Extensive data tables are included. (MB)

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Review of Selected Aspects of Teacher Education Programs in the Oregon State System of Higher Education

OCTOBER 22, 1976

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A REPORT OF THE OFFICE OF ACADEMIC AFFAIRS
OREGON STATE BOARD OF HIGHER EDUCATION

SP010 946

REVIEW OF SELECTED ASPECTS OF TEACHER EDUCATION PROGRAMS IN THE OREGON STATE SYSTEM OF HIGHER EDUCATION

Prepared for the
Oregon State Board of Higher Education
Committee on Instruction, Research,
and Public Service Programs
Meeting October 22, 1976, 8:30 a.m.
Ballroom, Memorial Union
Oregon State University

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Mrs. Betty Feves, Vice Chairman
Mrs. Ruth Odegaard Daniels
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Oregon State System of Higher Education
Office of Academic Affairs

October 22, 1976

STATE BOARD OF HIGHER EDUCATION
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TABLE OF CONTENTS

Page

REVIEW OF SELECTED ASPECTS OF TEACHER EDUCATION PROGRAMS IN THE OREGON STATE SYSTEM OF HIGHER EDUCATION 1

Introduction 1

  Board's Office Recommendation 1
  Major Elements of the Report 1
  Summary 1

Production of Elementary and Secondary School Teachers in the State System of Higher Education 7

  The 1972 Actions of the Board 7
  Teacher Education Allocation in the State System 11
  Production of Elementary and Secondary Teachers Actual and Projected, 1969-70 to 1977-78 17

Trends in Demand For Public School Teachers in Oregon 29

  Demand for New Teachers in Oregon 30

Costs of Instruction in Teacher Education 43

  Lower Student Credit Hour Costs at UO and PSU 45
  Cost Differences Due to Differing Emphasis on Field Experiences 46
  Costs in Teacher Education as Compared with Costs in All Programs Combined 48

Controlling Production of Teachers 55

  Alternative Approaches to Adjusting the Supply-Demand Ratio 56
  Summary 62

Recent Emphases and Trends in Elementary and Secondary Teacher Education in the State System Colleges and Universities . . . 65

  Competency-Based Teacher Education 65
  Field-Centered Experiences 71
  Participation of Various Teacher - Related Groups, Agencies, and Organizations in Teacher Education 78
  Follow-Up and Evaluation of Teacher Education Graduates . . . 82
  Implications of the New Emphases and Trends for the Costs of Instruction in Teacher Education 86
  Summary 91

TABLE OF CONTENTS (continued)

Page

A Profession-Wide Study of In-Service Education for Teachers, Educational Specialists, and Administrators in Oregon Public Schools 93

Background 93
Rationale for the Study 94
Basic Purpose 95
Objectives 95
Procedures 95
Progress to Date 96

APPENDIX: Admission and Retention Policies in Teacher Education in the State System Colleges and Universities 99

LIST OF TABLES

TABLE I: Basic Norm Programs Authorized Institutions of the State System 13

TABLE II: Standard Norm Programs Authorized Institutions of the State System 14

TABLE III: Number of Individuals Meeting and Expected to Meet Basic Certification Requirements in Elementary Education, by Institution, Actual and Projected 1969-70 Through 1974-75, and Projected 1975-76 Through 1977-78 18

TABLE IV: Number of Individuals Meeting and Expected to Meet Basic Certification Requirements in Secondary Education (Departmentalized Schools Grades 5-12), by Institution, Actual and Projected 1969-70 Through 1974-75 and Projected 1975-76 Through 1977-78 20

TABLE V: State System - Numbers of Individuals Qualified to Meet Basic Certification Requirements as Beginning Teachers, by Secondary Subject Area, Actual 1969-70 Through 1974-75 and Projected 1975-76 Through 1977-78 22

TABLE VI: Independent Colleges and Universities - Numbers of Individuals Qualified to Meet Basic Certification Requirements as Beginning Teachers, by Secondary Subject Area, Actual 1969-70 Through 1974-75 and Projected 1975-76 Through 1977-78 23

LIST OF TABLES (continued)

Page

TABLE VII: Number of Individuals Completing Master's Degrees at the State System Institutions in Various Areas of Education, Actual 1972-73 Through 1974-75 and Projected, 1975-76 Through 1977-78 25

TABLE VIII: Projected Enrollment, Oregon Public Schools, by Grade Level, Actual 1971-72 Through 1975-76, Projected 1976-77 Through 1980-81 31

TABLE IX: Number of Certificated Personnel Employed in Oregon Public Schools, 1971-72 Through 1975-76 . . . 33

TABLE X: Source of Teachers New to Their District, Oregon Public School Districts, 1971-72 Through 1975-76 35

TABLE XI: Occupations on November 1, 1975 of Persons Completing Requirements for Basic Certification for the First Time Between September 1, 1974 and August 31, 1975 40

TABLE XII: Total Student Credit Hours and Salary Costs per Student Credit Hour by Course Level for Courses in Education and for All Courses Combined, at the State System Institutions, Fall Term 1975 44

TABLE XIII: Summary of Field Experiences in the Teacher Education Programs of the State System Institutions 50

TABLE XIV: Total Student Credit Hours and Salary Costs per Student Credit Hour for Upper-Division Education Courses and for All Upper-Division Courses Combined in State System Institutions, Fall Term 1975 54

TABLE XV: Enrollments in Education Compared with Total Enrollments, OCE, SOSC, and EOSC 58

TABLE XVI: Summary of Responses of Undergraduate Education Majors in State System Institutions as to Most Likely Place of Enrollment Were Program in Which Presently Enrolled Not Available 60

LIST OF FIGURES

FIGURE 1: Summary of the Number of Institutions in the State System Authorized to Offer the Various Basic Norm Programs 15

LIST OF FIGURES (continued)

Page

FIGURE 2: Summary of the Number of Institutions in the State System Authorized to Offer the Various Standard Norm Programs 16

REVIEW OF SELECTED ASPECTS OF TEACHER EDUCATION PROGRAMS IN THE OREGON STATE SYSTEM OF HIGHER EDUCATION

Summary and Recommendations

This report is presented to the Board's committee on instruction, research, and public service programs in response to the committee's request that it be informed periodically as to developments in teacher education and, in particular, the state system's production of elementary and secondary teachers in relationship to demand therefor.

The purpose of this summary is to highlight for the committee some of the principal findings relating to teacher education in Oregon, particularly in the state system institutions. More detailed information is to be found in the report proper, which follows the summary.

Recommendations

The Board's office recommends:

1. That the Board continue to rely on its institutions to control production of elementary school teachers through (a) the continuing improvement of admissions-retention policies and procedures consistent with assuring a good quality of entering students into the elementary teacher education program, and (b) assuring that prospective elementary teacher education students are fully informed as to the qualities necessary to success in teacher education and teaching, and, in particular, that they understand the state of the teacher employment market.

   As noted in the summary below, this approach to control of production has been quite successful. Production of elementary teachers has been brought into what the Board's office considers the limits of permissible imbalance with employment.

2. That the Board employ the above procedure in encouraging its institutions to examine their secondary teacher production and to seek to bring secondary teacher production within the limits of permissible imbalance with employment.

   Effective application of this approach in the case of secondary teacher production will require that each teacher education institution make periodic analyses of the relationship of its rate of production of secondary teachers in the various subject matter areas in which it prepares teachers, to its record of placement of secondary teacher graduates in each subject matter field. Such periodic analyses would give evidence useful in keeping production in reasonable relationship to placement in teaching or comparable employment.

Other alternatives considered by the Board's office less desirable for controlling production include:

a. Establish state system and institutional quotas for the production of secondary teachers.

b. Couple the institution production quotas with subsidiary quotas in each teaching field, based on such projections of need as can be developed.

c. Couple the institutional production quotas with a re-allocation of subject matter fields in which institutions are permitted to prepare secondary teachers.

d. Eliminate secondary teacher education entirely from one or more institutions.

3. That the Board commend the institutions for work well begun to improve the quality of teacher education programs through such initiatives as the competency-based, field-centered programs described in this report.

4. That the Board encourage the institutions and the Board's Office in their efforts to continue systematic investigations of such matters relating to the improvement of teacher education as: (a) factors affecting the quality of teacher education, (b) improved approaches to the evaluative follow-up of teacher education graduates as an aspect of program evaluation and upgrading, (c) the cost/benefit of alternative approaches to teacher education, (d) a statewide, profession-wide approach to in-service teacher education programs for public school teachers and administrators.

Major Elements of the Report

The report provides information and discussion responding to the following questions:

1.	What are the present allocations, both undergraduate and graduate, in teacher education in the state system institutions, and what is the rationale for these allocations?	pp. 7-17
2.	How does present and projected production of teachers and other certificated personnel in Oregon relate to present and anticipated employment opportunities?	pp. 17-42
3.	What are the comparative costs of instruction in professional education courses among the State System institutions, and how do costs in professional education compare with the average costs of instruction generally for all courses combined at the various State System institutions?	pp. 43-54

4 . What is an appropriate production-demand ratio and what needs to be done to attain and maintain this ratio? pp. 55-64

5 . What are the institutions doing to improve the quality of their teacher education graduates? pp. 65-92

6 . What is being done and should be done to maintain and improve competencies of employed teachers? pp. 93-97

State System Allocations In Teacher Education

Principal findings are:

1. That the Board has, through its allocations in teacher education, provided ease of access geographically to Oregon residents desiring preparation as (a) elementary teachers, or (b) secondary teachers in those subject matter areas in which the largest number of public school teachers are employed (i.e. language arts, social studies, mathematics, and the sciences [chemistry, biology, earth science, physics, integrated science]).

   All six multipurpose institutions are authorized teacher education programs in the foregoing areas.

2. That with but four exceptions (physical education, music, educational media and reading), authorization to offer standard norm programs in the remaining subject matter and educational specialist fields has been restricted to three or fewer institutions.

3. That there are nine teacher education areas in which basic and standard norm authorizations have been given to but a single institution:

   - Oregon State University: industrial education; agricultural education; trade, industrial, and technical education; home economics education.
   - University of Oregon: Italian, Latin, preparation of superintendents of schools.
   - Portland State University: visually handicapped.
   - Oregon College of Education: deaf and hearing impaired.

Production of Teachers

Principal findings as to production of elementary and secondary teachers by teacher education institutions includes the following:

1. That production of elementary school teachers by the teacher education institutions has declined markedly 1970-71 to 1974-75.

That overall, statewide, production has declined 36.2 percent. State system institutions have decreased their production by 36.3 percent, independent colleges and universities by 35.2 percent.

UO	-52.4 percent	OSU	-37.6 percent	EOSC	-26.4 percent
SOSC	-41.7 percent	PSU	-34.4 percent	OCE	-18.0 percent

2. That production of secondary school teachers has also declined markedly over the same period.

   That overall, statewide, production declined 27.5 percent. State system institutions have decreased production by 29.0 percent; independent colleges and universities, 19.8 percent.

UO	-52.3 percent	OCE	-25.9	SOSC	-15.8 percent
PSU	-37.5 percent	EOSC	-23.9	OSU	- 6.0 percent

3. The examination of production of secondary school teachers by field, reveals:

   - That in only four subject matter areas (agricultural education, industrial arts, physical science/general science, and speech and drama) were more beginning teachers produced in 1974-75 than in 1970-71.

   - That production of beginning teachers in all other secondary school subject matter areas decreased over the same period - in six subject areas the decline in production exceeded 50 percent (English, foreign languages, journalism, language arts/social studies, mathematics, physics).

4. That with respect to production of master's graduates in teacher education:

   - Production peaked at 1,280 in 1973-74, then declined 13.6 percent to 1,106 in 1974-75, and is projected over the next three years to increase to approximately the 1973-74 level.

   - Production of teachers of the handicapped is expected to increase in response to increased efforts of public schools to serve handicapped children.

   - Some increase is anticipated in production of educational media specialists in response to employment opportunities.

   - Production of counselors declined 33.0 percent (to 112) in 1974-75 from the 167 prepared in 1973-74, but is expected to average approximately 140 per year 1975-76 through 1977-78.

Trends in Demand for Public School Teachers In Oregon

Principal findings relating to factors affecting demand for elementary and secondary school teachers are:

1. Public school enrollments - That a general decrease in elementary and secondary school enrollments is projected by the State Department of Education.

   - Grades K-8 enrollments are expected to decline through the period 1976-77 through 1979-80, an average decline of approximately 1,900 students each year through 1979-80, followed by an increase of 2,234 in 1980-81.

   - Grades 9-12 enrollments are projected by the State Department of Education to increase from approximately 162,830 in 1976-77 from the 161,721 in 1975-76, but declining thereafter to 149,250 in 1980-81, an average decrease of approximately 3,400 students from 1976-77 to 1980-81.

2. Factors offsetting declining public school enrollments. That two factors that dispose toward greater demand for elementary and secondary teachers have shown an upturn in recent years. They are: the reduction in the student-teacher ratios in the public schools, and the improvement of special services to students in the public schools. There is no assurance that this will be either prolonged or significant.

3. Turnover rates among public school teachers. That turnover among teachers resulting from resignations, retirements, and death, showed a sharp decline in 1971-72, but since then, turnover has increased until, in 1974-75, it was at approximately the same level as in 1969-70.

4. That teacher demand, as expressed in terms of the number of teachers in Oregon new to their district, has shown a decrease of 6.5 percent 1971-72 (3,128) to 1975-76 (2,926).

5. That teacher demand measured by the number of beginning teachers employed in Oregon decreased over the same period by 24.9 percent (from 1,938 in 1971-72 to 1,455 in 1975-76). There was a decline to 1,724 and 1,760 in 1972-73 and 1973-74, respectively, but a recovery to 1,983 in 1974-75, followed by another decline to 1,455 in 1975-76.

6. That the number of beginning teachers from Oregon employed in Oregon schools declined much less between 1971-72 and 1975-76 than did the number employed from other states.

7. That the ratio of the number of beginning teachers produced to the number of beginning teachers employed in Oregon has been declining in Oregon. This results from the fact that although the number of beginning teachers employed in Oregon schools has declined in recent years, it has not declined as rapidly as the number of elementary and secondary teachers produced. In consequence, the trend in the ratios of number of beginning teachers produced to the number employed in Oregon is as follows:

Year	Elementary	Secondary	Elementary and Secondary Combined
1971-72	1.83	2.79	2.25
1972-73	1.96	2.32	2.21
1973-74	1.72	2.44	2.05
1974-75	1.44	2.07	1.74
1975-76	1.38	2.24	1.77

Controlling Production of Teachers

Principal findings relating to the control of the demand-production ratio include the following:

1. That the factors controlling the demand side of the equation (public school enrollments, level of staffing services offered in the public schools, public school teacher turnover) are really beyond the control of the State Board of Higher Education.

2. That enlightened self-interest on the part of students who are fully informed as to (a) the requirements for success in teaching, and (b) the employment outlook in teaching is, as the Board concluded in 1972, one of the most effective ways of controlling production of elementary and secondary school teachers.

   That institutional efforts to improve admission-retention standards in teacher education programs is an important and necessary companion factor in the control of rate of production and the quality of teacher education graduates.

3. That in looking to the maintenance of a reasonable balance between the state system production of elementary and secondary school teachers, and the demand for teachers, the Board ought, as it has done since 1972, to rely upon the institutions (a) to assure the prospective teacher education students are systematically counselled as to requirements for success in teaching, and that they are informed as to the state of the teacher employment outlook, and (b) to continue to seek improvement of admissions-retention standards and procedures in teacher education.

4. That an examination of the likely effects of eliminating teacher education from one or more of the institutions leads to the following view:

   - That the elimination of teacher education from one of the regional colleges (SOSC, EOSC) would have a disastrous impact on enrollments in the institutions, and would foreclose the institutions' offering to residents of the eastern and southern regions access to preparation for entry into teacher education which, despite a decline in the employment market, is still one of the largest professional employment outlets in Oregon.

   - That elimination of teacher education from Oregon College of Education would be to eliminate the College's principal reason for being and would eliminate what, in the judgment of the American Association of Colleges for Teacher Education, is certainly one of the finest elementary teacher education programs in the nation (OCE won the national award from AACTE in 1974).

   - That elimination of teacher education from Portland State University would effectively foreclose access to teacher education for many students who, in the state's largest metropolitan area, could no longer commute to a public institution offering access to teacher education.

- That elimination of teacher education from either the University of Oregon or Oregon State University would (a) deprive a substantial number of students of opportunity to complete teacher education programs within commuting distance of their homes, (b) foreclose these institutions' offering to their students access to preparation for entry into the largest professional employment outlet, (c) deny to teacher education in Oregon the use of the liberal arts bases at these two instiutions which presently are the foundation of excellent teacher education programs, (d) would require the reallocation of responsibilities for preparation of professional personnel in curricular areas for which the institution has a sole allocation (e.g., OSU in the fields of agricultural education, home economics education, industrial arts education, trade and industrial education) or is the major producer of professional persons in the state (e.g., UO, counselor preparation, teachers of the handicapped, speech therapists, school librarians), (e) would place an extra burden on other institutions, particularly OCE which is the institution most frequently indicated by teacher education students at UO and OSU as the institution they would have attended had not teacher education been available at the Universities, (f) foreclose the universities' making significant contributions to teacher education through instruction and research - the worth of which is widely recognized nationally and reflected in the very substantial grant and contract awards made to the two universities by federal and private agencies in support of the work going on in the teacher education programs at the universities.

Institutional Efforts to Improve the Quality of Teacher Education

There are briefly described in this report the activities in Oregon that place it in the forefront in efforts to improve the quality of teacher education through (1) the application of the concepts of competency-based, field-centered education, (2) cooperative planning and interaction involving the teacher education institutions and practitioners in the public schools, (3) on-the-job evaluation of graduates by institutional representatives as an avenue to improving pre-service teacher education.

Production of Elementary and Secondary School Teachers in the State System of Higher Education

The 1972 Actions of the Board

The members of the Board may recall that in 1972 the Board's committee on academic affairs (now the committee on instruction, research, and public service programs) made a rather careful examination of teacher education production in the state system institutions.

Two reports were presented to the committee by the Board's office:

- Production of Elementary and Secondary School Teachers in Oregon (June 26, 1972)
- Teacher Production in the State System (August 29, 1972)

The reports presented national and state data which indicated that there was an undeniable surplus of elementary and secondary school teachers, given the then-existing public school funding levels and staffing practices. It was also noted that a prolongation into the 1970's of the teacher production trends of the 1960's would result in increasing surpluses of qualified teachers in the 1970's.

The August 29 report also noted, however, that several factors mitigated the seriousness of the surplus and ought, therefore, to be taken into account in planning production of teachers in the state system during the 1970's.

- There must be a surplus of persons qualified to teach if the elementary and secondary schools are to be staffed with qualified teachers, for a substantial number of those who complete teacher preparation programs elect not to enter teaching at all. In the late 1960's, that number constituted approximately 20 percent and 40 percent, respectively, of those who completed elementary and secondary teacher education programs and were qualified to teach.
- Over many years, teacher education programs have been demonstrated to be useful preparation for entry into and progress in many lines of work other than elementary and secondary school teaching. This is so because:
  - Teacher education programs are essentially liberal arts programs, providing students with an opportunity to secure a sound general education and competence in some specified fields of knowledge.
  - The professional work required in the teacher education programs provides insights into many of the basic problems encountered in establishing effective interpersonal relationships essential to success in many lines of endeavor.

The report acknowledged, nonetheless, that some adjustments were needed to bring teacher production-supply into greater congruity with demand for teachers, and identified the following as some of the alternative courses of action conceivably open in making needed adjustments:

1. Increase the demand for elementary and secondary school teachers by providing more adequate elementary and secondary school programs (e.g., lower student-teacher ratios, more adequate special service programs).

   The report concluded that citizen antipathy toward property tax increases made unlikely an increase in local tax support of public schools adequate to permit significant lowering of student-teacher ratios in the public schools, or the launching of new programs to meet presently unmet educational needs; that although there is a rising hope that state and federal support of public elementary and secondary schools will permit improvements in education leading to increased demand for teachers, it is unrealistic to assume that sufficient funding would be available in the near future to make possible a significant adjustment of the teacher supply-demand equation solely by increasing demand sufficiently to absorb all available qualified teachers. Some adjustments must also be made, the report asserted, in the number of teachers being produced.

2. Reduce production and supply of teachers by one or more of several possible approaches. The alternatives considered by the committee and the board included the following:

   a. Depend wholly or in part upon slackening student interest in teacher education, growing out of students' perceptions of the depressed teacher employment market, to reduce the number of teachers produced to a level more nearly congruent with the level of demand.

      This approach would rely upon the institutions' taking strong affirmative action to assure that prospective teacher education students are fully informed, at the time of admission to the program, as to the employment situation in teaching.

      Implied in this approach is the assumption that individuals fully informed as to the current and projected employment outlook will, consistent with their economic interests and their academic abilities, elect education or other occupational preparation to qualify them for employment that will be both satisfying and adequately remunerative.

      This free choice by individuals of their fields of study, limited principally by the individual's abilities, interests, and financial resources, is consistent with the social values that have long undergirded education and occupational preparation generally in the United States.

   b. Improve the standards of selection for admission to teacher education, coupling improved standards with reduced admissions quotas in teacher education.

      The report described the efforts of State System institutions to improve their admission to teacher education policies and practices, and to reduce admissions quotas in elementary and secondary teacher education programs, and presented data as to the number of elementary and secondary school teachers produced in the past and projected for production in the future, under the then-current plans.

c. Eliminate teacher education or some aspect of teacher education from one or more of the state system institutions.

The report reviewed the likely impact on two institutions (UO, OSU) of the elimination of elementary teacher education and concluded that such action would not be the best alternative open to the State System for bringing production and supply of elementary teachers into a more reasonable balance with demand.

Board's Office Recommendation - June 26, 1972

The Board's office recommended in the June 26, 1972 report:

1. That the institutions of the State System assiduously seek to improve and upgrade: (a) the selection processes by which students are selected for admission into the teacher education program, and (b) the selective retention processes through which teacher education students are evaluated periodically throughout the duration of their programs as the basis for retention in the program or elimination therefrom.

2. That the institutions seek to ensure that students applying for admission into teacher education are informed as to the state of the employment market for teachers in various subject matter areas both now and, insofar as can be projected, in the future.

3. That State System efforts to redress the imbalance between the production-supply of elementary teachers and the demand therefor as measured in terms of unfilled budgeted positions now, and the likely demand in the future, take the form of reduced production of elementary teachers in the State Systems institutions, in particular in the universities of the State System.

4. That the Board of Higher Education not eliminate the teacher education program from any of the State System institutions.

Academic Affairs Committee Action - June 26, 1972

The academic affairs committee postponed action on the recommendation until its August 29 meeting, requesting that, in the meantime, the Board's office and the institutions examine again the projected production of elementary and secondary school teachers in the State System, and the projected demand for such teachers with a view to ensuring that any projected imbalance between production-supply and demand could be justified as a "permissible" imbalance.

Board's Office Recommendation - August 29, 1972

At the August 29, 1972, meeting of the committee, the Board's office report set before the committee an extended discussion of the projected production of elementary and secondary teachers in the institutions of the State System and the estimates of demand for elementary and secondary school teachers. These figures included the institutions' estimates as to their projected production of elementary school teachers in the 1970's.

The Board's office recommended:

1. That the academic affairs committee accept the projected production of elementary teachers in the institutions of the State System as quotas, with the understanding that the figure for EOSC was to be considered an estimate rather than a quota.

2. With respect to production of secondary school teachers, the Board's office recommended that the committee and the Board place no quotas on admission to programs of secondary education, but that the committee instruct the institutions (a) to seek to improve their admission and retention policies in secondary teacher education and thus to improve the quality of students admitted, (b) to ensure that all students seeking admission to the secondary program are realistically counseled regarding the qualifications necessary to success, and in particular as to the problems of securing employment in secondary teaching; that the insitutions be made aware that the statement "there is always room for the good teacher" does not provide the student with the information he/she needs to make an intelligent decision.

Academic Affairs Committee Action - August 29, 1972

The academic affairs committee, after extended discussion of the matters under consideration, voted two to one to recommend to the Board the following action:

1. That it establish the following institutional quotas for production of elementary school teachers, effective 1974-75:

Institution	Quota
Eastern Oregon State College	90
Southern Oregon State College	170
Oregon College of Education	236
Oregon State University	180
University of Oregon	180
Portland State University	180
Total	1,036

2. That it adopt the Board's office recommendation vis-à-vis production of secondary school teachers (as set forth in Item 2, immediately above).

Board Action - September 26, 1972

The Board of Higher Education considered the foregoing committee recommendations at its September 26 meeting and, after extended discussion of the issues, voted (1) to table the committee's recommendation as to the establishment of quotas for the production of elementary school teachers in the state system, and (2) to accept the committee's recommendation as to production of secondary school teachers as set forth in Item 2, immediately above.

Teacher Education Allocations in the State System

When the State System was established in 1932, three institutions (OCE, SOSC, EOSC - the latter two then known as the Southern and Eastern Oregon Normal Schools, respectively) were restricted by the Board of Higher Education in their teacher education programs to preparation of elementary school teachers; the two multipurpose institutions in the state system (UO and OSU - then known as Oregon State College) were restricted in their teacher education programs to the preparation of secondary school teachers in selected teaching fields, as defined for each institution by the Board.

These major allocations were materially altered some 21 years later (1953) by the Board of Higher Education, upon recommendation of a 1952 study by Earl W. Anderson, an outside consultant, with the help of an advisory committee of persons from within the state (A Survey of Some Phases of Teacher Education in the Oregon State System of Higher Education). The most significant recommendations of that study, insofar as the subject matter of the present report is concerned, were:

1. That the Board add elementary education to the programs in teacher education at the University of Oregon and at Oregon State College [OSU] and add secondary education to the programs at the three colleges of education [SOSC, OCE, EOSC], but limit the programs in secondary education at the colleges of education to preparation for teaching in the three broad major areas of the humanities, social science, and science-mathematics.

2. That, as a means of attracting more prospective teachers to their campuses and to strengthen teacher education programs there, the colleges of education [SOSC, OCE, EOSC] expand their present offerings in liberal education [limited lower-division and upper-division course work] to programs leading to the bachelor's degree, with majors restricted to the broad fields of the humanities, social science, and a science-mathematics combination respectively.

3. That there be provided in Portland undergraduate four-year programs for the preparation of elementary and secondary school teachers; the secondary education program to be restricted to preparation of teachers in the broad areas of the humanities, social science, and science-mathematics, as with the programs in the three colleges of education [SOSC, OCE, EOSC].

These - and other recommendations of the study - were approved by the Board, effective fall term 1953-54. Thus, each of the six multipurpose institutions was authorized to offer preparation programs for prospective elementary and secondary school teachers, as defined by the Board of Higher Education.

Since 1953, the allocations in teacher education have been modified from time to time to authorize institutions to offer preparation in additional secondary school subject matter areas or specialist areas (e.g., counselor preparation, programs for teachers of the handicapped).

The present (1975-76) configuration of teacher preparation authorizations in the State System institutions, at both the basic and standard norm levels,[1] is shown in Tables I and II, pp. 13-14.

Data from Tables I and II cast in a different form, Figures 1 and 2, pp. 15-17, reveal that:

- All six institutions offering teacher education programs offer complete programs (basic and standard norms) in elementary education; in the subject matter areas employing the largest numbers of teachers, namely, language arts, social studies, and mathematics; and in the sciences (chemistry, biology, earth science, physics, integrated science).
- With but four exceptions (physical education, music, educational media, and reading), authorization to offer standard norm programs in the remaining subject matter and educational specialist fields has been restricted to three or fewer institutions.
- In nine fields, basic and standard norm preparation has been restricted to a single institution, and in three additional fields the standard norm is restricted to a single institution.

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[1] Basic norm programs are usually completed as a part of a baccalaureate degree program and prepare a student for first-level teacher certification. Standard norm programs are completed during a fifth-year of post-baccalaureate study. Standard norms are not required for elementary teachers teaching in a self-contained classroom. However, all teachers in departmentalized schools grades 5-12 must complete an appropriate standard norm program if they wish to continue teaching past the sixth year.

TABLE I

BASIC NORM PROGRAMS AUTHORIZED INSTITUTIONS OF THE STATE SYSTEM
(as of 1976-77)

	Institution					
Program	UO	OSU	PSU	OCE	SOSC	EOSC
1	2	3	4	5	6	7
Elementary Teachers	x	x	x	x	x	x
Secondary Teachers	x	x	x	x	x	x
Art	x	x	x	x	x	x
Business and Office Education		x	x		x	x
Educational Media	x		x	x	x	x
Foreign Language						
French	x	x	x	x	x	x
German	x	x	x	x	x	x
Italian	x					
Latin	x					
Russian	x	x	x			
Spanish	x	x	x	x	x	x
Health Education	x	x	x	x		
Health Education (combined)[1]	x	x		x	x	x
Industrial Education		x				
Language Arts	x	x	x	x	x	x
Speech	x	x	x	x	x	x
Journalism	x	x	x	x	x	x
Drama	x	x	x	x	x	x
Language Arts/Social Studies	x	x	x	x	x	
Pre-Algebra and General Math	x	x	x	x	x	x
Algebra and Geometry	x	x	x	x	x	x
Advanced Mathematics	x	x	x	x	x	x
Elementary Music K-9		x		x	x	x
Music K-12	x	x	x	x	x	x
Physical Education 5-12	x	x			x	
Physical Education K-12	x	x	x	x	x	x
Sciences						
Biology	x	x	x	x	x	x
Physical Sciences						
Chemistry	x	x	x	x	x	x
Physics	x	x	x	x	x	x
Earth Science	x	x	x	x	x	x
Integrated Science	x	x	x	x	x	x
Social Studies	x	x	x	x	x	x
Reading	x[2]	x	x[2]	x	x	x[2]
Special Education						
Deaf and Hearing Impaired				x		
Handicapped Learner	x[2]		x[2]	x		
Severely Handicapped Learner	x[2]			x		
Visually Handicapped			x			
Speech Handicapped	x	x	x	x		
Personnel Services						
Counselor	x	x	x	x		
School Psychologist	x					
Supervisor	x			x	x	
Vocational Education						
Agriculture		x				
Trade, Industrial and Technical Education		x				
Home Economics Education		x				
Distributive Education		x			x	
Administrative						
Principal	x		x			
Superintendent	x					

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[1] Offered only in combination with another related endorsement area such as home economics, physical education, social studies, or biology.

[2] In process of being revised to meet new norm requirements. The revised programs will need to be approved by the Teacher Standards and Practices Commission.

TABLE II

STANDARD NORM PROGRAMS AUTHORIZED INSTITUTIONS OF THE STATE SYSTEM (as of 1976-77)

Program	Institution					
	UO	OSU	PSU	OCE	SOSC	EOSC
1	2	3	4	5	6	7
Elementary Teachers	x	x	x	x	x	x
Secondary Teachers	x	x	x	x	x	x
Art	x		x	x		
Business and Office Education		x	x		x	
Educational Media	x		x	x	x	
Foreign Language						
French	x		x			
German	x		x			
Italian	x					
Latin	x					
Russian	x					
Spanish	x		x			
Health Education	x	x	x			
Health Education (combined)[1]	x	x				
Industrial Education		x				
Language Arts	x	x	x	x	x	x
Speech	x		x			
Journalism	x					
Drama	x		x			
Language Arts/Social Studies	x	x	x	x	x	
Pre-Algebra and General Math	x	x	x	x	x	x
Algebra and Geometry	x	x	x	x	x	x
Advanced Mathematics	x	x	x	x	x	x
Elementary Music K-9				x	x	
Music K-12	x		x	x	x	
Physical Education 5-12	x	x			x	
Physical Education K-12	x	x	x		x	x^2
Sciences						
Biology	x	x	x	x	x	x
Physical Sciences						
Chemistry	x	x	x	x	x	x
Physics	x	x	x	x	x	x
Earth Science	x	x	x	x	x	x
Integrated Science	x	x	x	x	x	x
Social Studies	x	x	x	x	x	x
Reading	x^3	x		x	x	
Special Education						
Deaf				x		
Handicapped Learner	x^3		x^3	x		
Severely Handicapped Learner	x^3			x^3		
Visually Handicapped			x			
Speech Handicapped	x		x	x		
Personnel Services						
Counselor	x	x	x			
School Psychologist	x					
Supervisor	x			x	x	
Vocational Education						
Agriculture		x				
Trade, Industrial and Technical Education		x				
Home Economics Education		x				
Distributive Education		x			x	
Administrative						
Principal	x		x			
Superintendent	x					

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[1] Offered only in combination with another related endorsement area such as home economics, physical education, social studies, or biology.

[2] Three-year authorization beginning summer 1974. Students will not be admitted to program after summer term 1976.

[3] In process of being revised to meet new norm requirements. The revised programs will need to be approved by TSPC.

FIGURE 1

SUMMARY OF THE NUMBER OF INSTITUTIONS IN THE STATE SYSTEM AUTHORIZED TO OFFER THE VARIOUS BASIC NORM PROGRAMS

Basic Norm Authorizations	No. Institutions Authorized Programs
Elementary Teaching	6 (UO, OSU, PSU, OCE, SOSC, EOSC)
Secondary Teaching	6 (UO, OSU, PSU, OCE, SOSC, EOSC)
Subject Areas:	
Art French German Spanish Language Arts Speech Journalism Drama Pre-Algebra & General Math Algebra & Geometry Advanced Math Music K-12 Physical Ed K-12 Biology Chemistry Physics Earth Science Integrated Science Social Studies Reading	6 (UO, OSU, PSU, OCE, SOSC, EOSC)
Educational Media	5 (UO, PSU, OCE, SOSC, EOSC)
Health Education (combined with related endorsements)	5 (UO, OSU, OCE, SOSC, EOSC)
Language Arts/Social Studies	5 (UO, OSU, PSU, OCE, SOSC)
Business and Office Education	4 (OSU, PSU, SOSC, EOSC)
Health Education	4 (UO, OSU, PSU, OCE)
Elementary Music K-9	4 (OSU, OCE, SOSC, EOSC)
Russian	3 (UO, OSU, PSU)
Physical Education 5-12	3 (UO, OSU, SOSC)
Italian	1 (UO)
Latin	1 (UO)
Industrial Education	1 (OSU)
Special Education:	
Speech Correction	4 (UO, OSU, PSU, OCE)
Handicapped Learner	3 (UO, PSU, OCE)
Severely Handicapped Learner	2 (UO, OCE)
Deaf	1 (OCE)
Visually Handicapped	1 (PSU)
Personnel Services:	
Counselor	4 (UO, OSU, PSU, OCE)
Supervisor	3 (UO, OCE, SOSC)
Vocational Education:	
Distributive Education	2 (OSU, SOSC)
Agriculture	1 (OSU)
Home Economics	1 (OSU)
Trade, Industrial and Technical	1 (OSU)
Administration:	
Principal	2 (UO, PSU)
Superintendent	1 (UO)

FIGURE 2

SUMMARY OF THE NUMBER OF INSTITUTIONS IN THE STATE SYSTEM AUTHORIZED TO OFFER THE VARIOUS STANDARD NORM PROGRAMS

Standard Norm Authorizations	No. Institutions Authorized Programs
Elementary Teaching	6 (UO, OSU, PSU, OCE, SOSC, EOSC)
Secondary Teaching	6 (UO, OSU, PSU, OCE, SOSC, EOSC)
Subject Areas:	
Language Arts Pre-Algebra & General Math Algebra & Geometry Advanced Math Social Studies Biology Chemistry Physics Earth Science Integrated Science	6 (UO, OSU, PSU, OCE, SOSC, EOSC)
Language Arts/Social Studies	5 (UO, OSU, PSU, OCE, SOSC)
Physical Education K-12	5 (UO, OSU, PSU, SOSC, EOSC)
Educational Media	4 (UO, PSU, OCE, SOSC)
Music K-12	4 (UO, PSU, OCE, SOSC)
Reading	4 (UO, OSU, OCE, SOSC)
Business and Office Education	3 (OSU, PSU, SOSC)
Art	3 (UO, PSU, OCE)
Health Education	3 (UO, OSU, PSU)
Physical Education 5-12	3 (UO, OSU, SOSC)
French	2 (UO, PSU)
German	2 (UO, PSU)
Spanish	2 (UO, PSU)
Health Education (combined with other endorsements)	2 (UO, OSU)
Speech	2 (UO, PSU)
Drama	2 (UO, PSU)
Elementary Music K-9	2 (OCE, SOSC)
Italian	1 (UO)
Latin	1 (UO)
Russian	1 (UO)
Industrial Education	1 (OSU)
Journalism	1 (UO)
Special Education:	
Handicapped Learner	3 (UO, PSU, OCE)
Speech Correction	3 (UO, PSU, OCE)
Severely Handicapped Learner	2 (UO, OCE)
Deaf	1 (OCE)
Visually Handicapped	1 (PSU)
Personnel Services:	
Counselor	3 (UO, OSU, PSU)
Supervisor	3 (UO, OCE, SOSC)
School Psychologist	1 (UO)

FIGURE 2

SUMMARY OF THE NUMBER OF INSTITUTIONS IN THE STATE SYSTEM AUTHORIZED TO OFFER THE VARIOUS STANDARD NORM PROGRAMS (continued)

Standard Norm Authorizations	No. Institutions Authorized Programs
Vocational Education:	
Distributive Education	2 (OSU, SOSC)
Agriculture	1 (OSU)
Trade, Industrial and Technical	1 (OSU)
Home Economics Education	1 (OSU)
Administration:	
Principal	2 (UO, PSU)
Superintendent	1 (UO)

Production of Elementary and Secondary Teachers Actual and Projected, 1969-70 to 1977-78

The institutions of the state system are and have been mindful of the tightened employment market for teachers. Their response has been:

1. To reexamine their admissions requirements with a view to improving them in the face of the lessened pressures for production of teachers.

2. To ensure that prospective teacher education students are fully informed as to the tightness of the employment market for teachers and the difficulties of securing teaching appointments.

3. To project a continuation of a reduced level of production of elementary and secondary teachers through 1977-78.

Spring 1972 Projections for Early 1970's Compared with Actual Production

Elementary Teacher Production. In the spring of 1972, in cooperation with the Board's office, the institutions projected their production of elementary teachers through 1974-75, calling for a reduction from the number produced in 1969-70 (1,463) and 1970-71 (1,508) to 1,127 in 1974-75.

These projections are shown for each institution in Table III, p. 18, in parentheses, together with the actual production 1969-70 through 1974-75, and as currently projected for 1975-76 through 1977-78.

It will be noted in Table III that production of elementary teachers in both State System and independent institutions in Oregon declined by more than one-third from 1970-71 to 1974-75. State System production for 1974-75 at 960 was well below the 1,036 recommended, in August 1972, as a quota for 1974-75.

- Production of elementary school teachers in State System institutions has declined 36.3 percent from 1970-71 to 1974-75 (the most recent year for which final data are available). Over this same period the independent colleges and universities in Oregon decreased their production of elementary teachers by 35.2 percent, resulting in a

TABLE III

NUMBER OF INDIVIDUALS MEETING AND EXPECTED TO MEET BASIC CERTIFICATION REQUIREMENTS IN ELEMENTARY EDUCATION, BY INSTITUTION, ACTUAL AND PROJECTED[1] 1969-70 THROUGH 1974-75 AND PROJECTED 1975-76 THROUGH 1977-78

Institution	Actual						% Change 1970-71 to 1974-75	% Change 1973-74 to 1974-75	Projected		
	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75			1975-76[2]	1976-77	1977-78
1	2	3	4	5	6	7	8	9	10	11	12
EOSC	85	91	80 (57)	92 (69)	72 (70)	67 (70)	-26.4%	-6.9%	52	50	55
SOSC	193	163	137 (173)	161 (170)	118 (170)	95 (170)	-41.7	-19.5	90	115	125
OCE	253	278	294 (275)	256 (260)	282 (248)	228 (236)	-18.0	-19.2	215	215	220
OSU	276	298	284 (275)	213 (210)	212 (210)	186 (210)	-37.6	-12.3	183	174	165
UO	304	338	243 (244)	241 (245)	197 (200)	161 (200)	-52.4	-18.3	161	165	165
PSU	352	340	244 (241)	239 (241)	241 (241)	223 (241)	-34.4	- 7.5	250	250	250
	1,463	1,508	1,282 (1,265)	1,202 (1,195)	1,122 (1,139)	960 (1,127)	-36.3%	-14.4%	951	969	980
Independent Institutions	151	139	186	169	152	90	-35.2	-40.8	89	91	89
TOTAL	1,614	1,647	1,468	1,371	1,274	1,050	-36.2%	-17.6%	1,040	1,060	1,069

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[1] Figures in parentheses indicate the number projected by the institutions in Summer, 1972.

[2] Because many teachers complete certification requirements for September employment during the summer term, teacher production statistics include summer term graduations. Actual figures for 1975-76 through the 1976 summer term were not available from all institutions at the time of this publication.

total net reduction in the production of elementary teachers in the state of 36.2 percent.

- All of the State System institutions have reduced significantly the number of elementary teachers produced in 1974-75 compared with production in 1970-71, with percentage reductions as follows:

UO	-52.4 percent
SOSC	-41.7 percent
OSU	-37.6 percent
PSU	-34.4 percent
EOSC	-26.4 percent
OCE	-18.0 percent

It is interesting to note that, whereas in the summer of 1972 the institutions projected a reduction in production of elementary teachers from 1970-71 to 1974-75 of 25.3 percent (from 1,508 to 1,127), the actual reduction was 36.3 percent (from 1,508 to 960).

It is also of interest to note that the 960 actual production for 1974-75 was below the 1,036 which the Board's academic affairs committee in August 1972 recommended to the Board as a quota for production of elementary teachers in State System institutions in 1974-75.

- A further slight decline in the production of elementary teachers by State System institutions is predicted for 1975-76 (from 960 to 951). Beyond 1975-76, a small increase is projected, to 969 in 1976-77 and 980 in 1977-78.

Secondary Teacher Production. Also, in the summer of 1972, the institutions at the request of the Board's office, developed projections as to production of secondary school teachers, calling for a reduction in the number produced in 1970-71 (1,663) to 1,541 in 1974-75.

These projections are shown for each institution in Table IV, p. 20, in parentheses, together with the actual production 1969-70 through 1974-75, and projected for 1975-76 through 1977-78.

Table IV shows that production of secondary teachers by State System and independent institutions declined substantially (27.5 percent) between 1970-71 and 1974-75.

- State System production of secondary school teachers has declined 29.0 percent from 1970-71 to 1974-75. Over this same period the independent colleges and universities decreased their production of secondary school teachers by 19.8 percent. The net reduction for State System institutions and the independent colleges and universities combined is 27.5 percent.

- All State System institutions show a reduction in production of secondary teachers in 1974-75, as compared with 1970-71, as follows:

UO	-52.3 percent
PSU	-37.5 percent
OCE	-25.9 percent
EOSC	-23.9 percent
SOSC	-15.8 percent
OSU	- 6.0 percent

TABLE IV

NUMBER OF INDIVIDUALS MEETING AND EXPECTED TO MEET BASIC CERTIFICATION REQUIREMENTS IN SECONDARY EDUCATION (DEPARTMENTALIZED SCHOOLS GRADES 5-12), BY INSTITUTION, ACTUAL AND PROJECTED[1] 1969-70 THROUGH 1974-75 AND PROJECTED 1975-76 THROUGH 1977-78

	Actual						% Change 1970-71 to 1974-75	% Change 1973-74 to 1974-75	Projected		
Institution	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75			1975-76[2]	1976-77	1977-78
1	2	3	4	5	6	7	8	9	10	11	12
EOSC	47	88	62 (70)	81 (78)	57 (70)	67 (65)	-23.9%	+17.5%	59	52	56
SOSC	115	139	126 (154)	148 (145)	120 (140)	117 (140)	-15.8	- 2.5	120	125	125
OCE	279	255	250 (258)	241 (265)	217 (275)	189 (280)	-25.9	-12.9	212	207	200
OSU	442	435	429 (462)	435 (375)	435 (395)	409 (410)	- 6.0	- 6.0	398	407	450
UO	440	453	343 (446)	319 (446)	357 (446)	216 (446)	-52.3	-39.5	267	271	271
PSU	290	293	188 (198)	211 (200)	192 (200)	183 (200)	-37.5	- 4.7	202	202	202
	1,613	1,663	1,398 (1,588)	1,435 (1,509)	1,378 (1,526)	1,181 (1,541)	-29.0%	-14.3%	1,258	1,264	1,304
Independent Institutions	318	303	281	244	236	244	-19.8	+ 3.0	240	264	273
TOTAL	1,931	1,966	1,679	1,679	1,614	1,425	-27.5%	-11.8%	1,498	1,528	1,577

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[1] Figures in parentheses indicate the number projected by the institutions in Summer, 1972

[2] Because many teachers complete certification requirements for September employment during the summer term, teacher production statistics include summer term graduations. Actual figures for 1975-76 through the 1976 summer term were not available from all institutions at the time of this publication.

- Slight increases are projected in the production of secondary school teachers for each of the next three years, from 1,181 in 1974-75 to 1,304 in 1977-78 (an increase of 10.4 percent).

- A comparison of the production of secondary teachers projected by the State System institutions in 1972 for 1972-73 through 1974-75 with the actual production for those years shows that the institutions, in the aggregate, produced fewer secondary school teachers than was projected.

Year	Projected Production	Actual Production	Difference
1971-72	1,588	1,398	-190
1972-73	1,509	1,435	-74
1973-74	1,526	1,378	-148
1974-75	1,541	1,181	-360

Secondary Teacher Production by Field

Table V, p. 22, shows the distribution among state institutions of the number of beginning teachers produced in the various secondary school subject areas, 1969-70 through 1974-75 and as projected, 1975-76 through 1977-78. The same information is furnished for the independent colleges and universities in Table VI, p. 23.

In only four subject areas were more beginning teachers produced in 1974-75 than in 1970-71: agriculture, industrial arts, physical science/general science, and speech and drama. Production of secondary teachers in the State System in all the other subject fields decreased over the five-year period. In English, foreign languages, journalism, language arts/social studies, mathematics, and physics the drop in production was more than 50 percent.

Independent institutions reduced production of secondary teachers in eight fields and increased production in seven fields, however the reduced production more than balanced the increases, giving an overall reduction from 303 secondary teachers produced in 1970-71 to 244 in 1974-75, a reduction of 19.8 percent.

Production of School Personnel With Advanced Degrees

Basic norm preparation for teaching is usually completed as a part of a baccalaureate degree program. Standard norm certification for teaching and basic and standard certification in most educational specialty and personnel service fields is completed as part of a post-baccalaureate or graduate degree program.

Table VII, pp. 25-26, shows the production of master's degree graduates in the State System institutions in the various areas of education, actual 1972-73 through 1974-75, and as projected, 1975-76 through 1977-78.

TABLE V

STATE SYSTEM - NUMBERS OF INDIVIDUALS QUALIFIED TO MEET BASIC CERTIFICATION REQUIREMENTS AS [illegible]INNING TEACHERS, BY SECONDARY SUBJECT AREA, ACTUAL 1969-70 THROUGH 1974-75 AND PROJECTED 1975-76 THROUGH 1977-78

Teaching Field	Actual						% Change 1970-71 to 1974-75	Projected		
	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75		1975-76	1976-77	1977-78
1	2	3	4	5	6	7	8	9	10	11
Elementary	1,463	1,508	1,282	1,202	1,122	960	-36.3%	951	969	980
Secondary	1,613	1,663	1,398	1,435	1,378	1,181	-29.0	1,258	1,264	1,304
Agriculture	14	19	11	13	14	26	+36.8	21	22	25
Art	104	110	101	96	78	75	-31.8	84	84	82
Biology	78	73	45	48	57	69	- 5.5	65	68	70
Business Education	92	86	67	73	59	58	-35.0	67	60	65
Chemistry	15	14	7	11	9	10	-28.6	11	15	12
English	257	255	195	195	152	114	-55.3	121	121	120
Foreign Languages	75	87	54	75	78	42	-51.8	55	50	59
Health & Physical Ed	256	310	288	299	314	244	-21.3	258	251	268
Home Economics	83	70	77	76	70	46	-34.3	47	55	60
Industrial Education	21	23	37	63	39	47	+104.4	35	40	40
Journalism	2	11	7	0	5	1	-90.9	3	7	6
Language Arts/ Social Studies	51	54	33	29	31	13	-75.9	20	21	20
Mathematics	106	101	71	87	64	48	-52.5	52	52	53
Music	51	91	78	70	75	69	-24.2	87	88	88
Physical Science/ General Science	56	45	34	43	43	65	+44.4	72	66	66
Physics	3	8	12	6	5	3	-62.5	5	7	9
Speech and Drama	37	29	47	56	59	33	+13.8	30	37	43
Social Studies	312	277	234	195	226	218	-21.3	225	220	218

TABLE VI

INDEPENDENT COLLEGES AND UNIVERSITIES - NUMBERS OF INDIVIDUALS QUALIFIED TO MEET BASIC CERTIFICATION REQUIREMENTS AS BEGINNING TEACHERS, BY SECONDARY SUBJECT AREA, ACTUAL 1969-70 THROUGH 1974-75 AND PROJECTED 1975-76 THROUGH 1977-78

Teaching Field	Actual						% Change 1970-71 to 1974-75	Projected		
	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75		1975-76	1976-77	1977-78
1	2	3	4	5	6	7	8	9	10	11
Elementary	151	139	186	169	152	90	-35.2%	89	91	89
Secondary	318	303	281	244	236	244	-19.[illegible]	238	260	269
Agriculture	-	-	-	-	-	-	-	-	-	-
Art	10	15	11	13	6	10	-33.3	11	10	11
Biology	11	11	11	12	13	9	-18.2	9	11	11
Business Education	9	6	6	1	-	-	-100.0	-	-	-
Chemistry	2	2	2	1	-	1	-50.0	3	-	2
English	72	62	57	35	31	22	-64.5	28	34	38
Foreign Languages	36	37	21	18	17	11	-70.3	8	12	10
Health & Physical Ed	68	48	64	57	52	57	+18.7	55	62	60
Home Economics	-	-	-	-	-	7	00	5	5	8
Industrial Arts	-	-	-	-	-	-	-	-	-	-
Journalism	-	-	-	-	-	-	-	-	-	-
Language Arts/ Social Studies	3	1	3	1	4	7	+600.0	7	4	4
Mathematics	15	18	14	11	20	13	-27.8	6	15	11
Music	38	39	31	43	36	43	+10.3	38	33	41
Physical Science/ General Science	6	-	1	2	1	3	00	3	5	6
Physics	1	-	1	1	1	1	00	-	-	-
Speech and Drama	3	6	11	13	11	18	+200.0	17	17	16
Social Studies	44	58	48	36	44	42	-27.6	48	52	51

Individuals enroll in advanced programs in education leading to the master's degree for a variety of reasons which include:

- to qualify for standard certification in elementary or secondary teaching.
- to qualify for certification in an educational specialty or personnel service field. e.g., teaching the handicapped learner, counseling, supervision.
- to respond to school district needs and to further the educational aims of the district (participation in such programs may or may not be required for continued employment within the district).
- to fulfill a personal desire for professional growth.
- to qualify for teaching or administration at the community college level.

Table VII shows the numbers of degrees awarded in major areas of study in education in the State System institutions. Those programs leading to certification by the Teacher Standards and Practices Commission are marked with an asterisk (*).

Although individuals may qualify for standard norm certification without necessarily completing a master's degree, most teachers plan their programs so as to meet both certification and degree requirements. Not all individuals completing a master's degree program meeting requirements for certification apply for this certification, for any one of a number of reasons, e.g., (1) the individual does not expect to be employed in teaching or teaching in Oregon, (2) no teaching job is readily available, (3) the individual wishes to go on for further study, and (4) various personal reasons (e.g., family obligations, going into the military or other kinds of service).

It will be observed in Table VII that programs preparing students to meet certification requirements in elementary and secondary teaching account for slightly more than half of all master's degrees reported in the table for years 1972-73 through 1974-75. Master's degrees for teaching personnel peaked at a total of 717 in 1973-74, but declined to 593 in 1974-75. Production over the next several years is expected to be just over 300 degrees a year at the elementary level, just under 300 a year for secondary teachers.

- Total production of master's degree graduates peaked at 1,280 in 1973-74, dropped to 1,106 in 1974-75 (13.6 percent), but is expected to increase slowly over the next three years to approximately the 1973-74 level.
- Production of teachers of the handicapped is expected to increase in response to increased efforts of the public schools to serve handicapped students.

TABLE VII

NUMBER OF INDIVIDUALS COMPLETING MASTER'S DEGREES AT THE STATE SYSTEM INSTITUTIONS IN VARIOUS AREAS OF EDUCATION, ACTUAL 1972-73 THROUGH 1974-75 AND PROJECTED, 1975-76 THROUGH 1977-78

	Actual			Projected		
PROGRAM	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Elementary Education*						
EOSC	14	6	8	6	5	4
SOSC	30	26	28	28	28	28
OCE	19	19	14	20	35	35
OSU	21	17	13	15	15	15
UO	86	96	97	95	95	95
PSU	131	175	171	145	145	145
TOTAL	301	339	331	309	323	322
Secondary Education* (in authorized teaching fields)[1]						
EOSC	6	4	9	14	12	10
SOSC	47	79	53	55	55	55
OCE	40	38	31	35	40	40
OSU	57	48	45	50	55	55
UO	67	58	57	60	60	60
PSU	77	151	67	75	75	75
TOTAL	294	378	262	289	297	295
Adult Education						
OSU	3	4	12	15	30	35
TOTAL	3	4	12	15	30	35
College Student Services Administration						
OSU	10	5	9	8	9	9
TOTAL	10	5	9	8	9	9
Counseling*						
OSU	51	40	36	35	35	35
UO	68	93	57	75	75	75
PSU	46	34	19	30	30	30
TOTAL	165	167	112	140	140	140
Early Childhood Education						
OCE	15	24	18	15	15	15
UO	11	13	12	15	15	15
TOTAL	26	37	30	30	30	30
Educational Media/ Librarianship*						
SOSC	3	1	1	5	5	5
OCE	9	13	7	10	15	16
UO	18	28	31	35	40	42
PSU	21	24	17	20	20	20
TOTAL	51	66	56	70	80	83

(continued on next page)

TABLE VII (continued)

NUMBER OF INDIVIDUALS COMPLETING MASTER'S DEGREES AT THE STATE SYSTEM INSTITUTIONS IN VARIOUS AREAS OF EDUCATION, ACTUAL 1972-73 THROUGH 1974-75 AND PROJECTED, 1975-76 THROUGH 1977-78

	Actual			Projected		
PROGRAM	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Industrial Education*						
OSU	19	24	18	22	28	34
TOTAL	19	24	18	22	28	34
Outdoor Education						
SOSC	7	6	10	8	8	8
TOTAL	7	6	10	8	8	8
Remedial Reading*						
OSU	10	18	20	20	25	25
TOTAL	10	18	20	20	25	25
Handicapped Learner*[2]						
OCE	91	72	91	78	80	80
UO	60	66	41	60	65	70
PSU	45	47	37	47	47	47
TOTAL	196	185	169	185	192	197
Speech Pathology and Audiology*[3]						
OCE	15	14	26	35	25	25
UO	41	26	30	50	50	50
PSU	1	3	9	10	10	10
TOTAL	57	43	65	95	85	85
Vocational Education*						
OSU	8	8	12	12	15	25
TOTAL	8	8	12	12	15	25
TOTAL MASTER'S	1,147	1,280	1,106	1,203	1,262	1,288

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*Programs marked with an asterisk (*) are endorsement areas for basic and standard teaching certificates.

[1] Includes programs available at one or more institutions such as agricultural education, art education, health education, physical education, language arts, social studies, etc.

[2] Includes:

Deaf and Hard of Hearing	OCE
Emotionally Disturbed	UO
Extreme Learning Problems	OCE, UO, PSU
Mental Retardation	OCE, UO, PSU
Multiple Handicapped	OCE, UO
Physically Handicapped	UO
Visually Handicapped	PSU

[3] Graduate level preparation is required for certification in these areas of teaching the handicapped. Students are OSU and UO are permitted to complete requirements for basic certification in teaching the speech handicapped as part of a baccalaureate degree program. The OSU program graduates approximately 10 students per year at this level, the UO graduates 25-27.

- Some increase is expected in preparation of educational media specialists, a field which remains in short supply.
- Production of counselors peaked at 167 in 1973-74, was reduced sharply to 112 in 1974-75 (a reduction of 33.0 percent), but is expected to average about 140 per year 1975-76 through 1977-78.

Trends in Demand For Public School Teachers in Oregon

Let the words "demand for teachers" be spoken, and there spring to mind questions as to how many teaching positions in the aggregate there are in the public and private elementary and secondary schools of Oregon, and how many of these positions are available for filling each year.

These are important questions. They will, in this section of this present report, be the central focus of our attention. But, if the purpose for considering demand is to estimate the extent of the imbalance of supply and demand of elementary and secondary school teachers, two other matters must be borne in mind:

1. The demand for persons with teacher preparation backgrounds cannot be measured solely in terms of the number of teaching positions in the aggregate there are in the public and private schools of Oregon, or in terms of the number of teaching positions that are available to be filled each year in the public schools or in the public and private schools.

   Preparation for teaching is a useful preparation and background, not alone for public and private school teaching, but for entry into and progress in many other lines of work as well.

   It is a well-established fact that many who complete teacher preparation programs qualifying them for certification to teach in the elementary and secondary schools of Oregon - or elsewhere in the nation - actually never teach, but put their teacher preparation background to effective use in other lines of endeavor. As we have earlier noted, in the late 1960's national experience was that, of those baccalaureate degree graduates who qualified for teaching in the elementary and secondary schools, only 80 percent of the former and 60 percent of the latter actually accepted teaching positions.

   Hence, if one were to measure demand in terms of the number of positions for which teacher preparation programs are effective preparation, demand would be seen to be substantially greater than were demand measured by the number of position vacancies in the public and private schools of Oregon.

   It is difficult to quantify the positions other than teaching positions in public and private schools for which teacher preparation is an effective background. Follow-up studies of the occupations of teacher-education graduates, reported pp. 38-42, are beginning to provide some information on this matter. Meanwhile, however, asking that the reader accept the validity of the point we seek to make here without demanding quantification of it, we turn to the more easily measured demand represented by teaching positions in the public and private schools.

2. Reciprocity among states in the acceptance of teacher preparation work taken elsewhere, and the well-known mobility of our people result in frequent crossing of state lines - in many directions.

   The result is twofold: (a) Oregon prepares teachers for much more than the Oregon market, and (b) Oregon employs a significant number of teachers from out-of-state (see pp. 34-36).

Demand for New Teachers in Oregon

The demand for new teachers is a function of (1) growth in demand, and (2) replacements for teachers who die, retire, or leave teaching for other reasons. We turn now to a consideration of these factors as they relate to the Oregon scene.

Growth in demand for new teachers stems from (1) increasing number of elementary and secondary school students and/or (2) increased staffing in the elementary and secondary schools. The impact of these two influences on demand for teachers in Oregon is reviewed in the sections which follow.

Number of students to be served in Oregon. We present in Table VIII, p. 31, information concerning public school enrollments for 1971-72 through 1975-76 and as projected by the State Department of Education for 1975-76 through 1980-81.

These projections - taken alone - suggest that the demand for elementary school teachers in Oregon will continue to decline for the next three years, followed by an increase in 1980-81, while demand for secondary school teachers will begin to decline in 1977-78, continuing to decline through 1980-81, there being a need for approximately 680 fewer teachers in 1980-81 than in 1976-77, assuming a teacher-student ratio of 1:20.

- No growth - but rather a decline - is projected in the number of public school students in the elementary schools of Oregon (grades K-8) throughout the whole period from 1976-77 through 1979-80. A modest increase in grades K-8 is projected for 1980-81.

  There were 338,366 K-8 students in the public schools of Oregon in 1971-72. By 1975-76 that number had declined to 337,430. Projections are that the number will further decline, reaching 329,689 by 1979-80, then increase to 331,923 in 1980-81, an average decline of approximately 1,900 students each year through 1979-80 followed by an increase of 2,234 students in 1980-81.

- The State Department of Education projects an increase from the 161,721 enrolled in grades 9-12 in 1975-76 to 162,830 in 1976-77, with a continuing decline thereafter to 149,250 in 1980-81, an average annual decrease of approximately 3,400 students from 1976-77 to 1980-81.

TABLE VIII

PROJECTED ENROLLMENT, OREGON PUBLIC SCHOOLS, BY GRADE LEVEL ACTUAL 1971-72 THROUGH 1975-76, PROJECTED 1976-77 THROUGH 1980-81

	Actual					Projected				
Grade	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
1	2	3	4	5	6	7	8	9	10	11
Kg	10,174	10.972	12,365	18,720	21,407	22,607	23,357	23,857	24,100	24,250
1	38,355	38,063	37.760	38,209	40,599	42,226	39,826	37,394	36.909	39.938
2	38,396	37,239	36,372	36,186	36,468	38,825	40,381	38,086	35,760	35,296
3	39,942	38,670	37,334	36,148	36,130	36,326	38,674	40,224	37,937	35,621
4	41,597	40,189	38,989	37,303	36,184	36,134	36.330	38,678	40,228	37,941
5	42,002	42,105	40,764	39,199	37,722	36,484	36,434	36,632	38,999	40,562
6	41,878	42,919	42,723	40,947	39,444	37,922	36,677	36,627	36,826	39,206
7	40,977	42,561	43,291	43,272	41,798	40,107	38,559	37,293	37,242	37,445
8	41,155	41,782	43,128	43,761	43,419	42,095	40,392	38,833	37,558	37,506
Uncl.	3,890	3,843	3,937	3,913	4,259	4,249	4,210	4,162	4,130	4,158
K-8	338,366	338,343	336,663	337,658	337,430	336,975	334,840	331,786	329,689	331,923
9	42,559	42,474	42,600	43,694	44,115	43,879	42,541	40,820	39,245	37,956
10	41,859	42,362	41,816	41,837	42,858	43,299	43,067	41,754	40,065	38,519
11	39,278	39,209	39,441	38,703	38,931	39,772	40,181	49,966	38,748	37,180
12	35,513	34,929	34,590	34,695	34,346	34,396	35,139	35,500	35,310	34,234
Uncl.	1,111	1,291	1,314	1,292	1,471	1,484	1,481	1,454	1,411	1,361
9-12	160,320	160,265	159,761	160,221	161,721	162,830	162,409	159,494	154,779	149,250
1-12	488,513	487,636	484,059	479,159	477,744	477,198	473,892	467,423	460,368	456,923
K-12	498,686	498,608	496,424	497,879	499,151	499,805	497,249	491,280	484,468	481,173

Source: Office of School Finance and Statistical Services, Department of Education, Salem, OR.

Impact of public school staffing practices on likely demand for teachers. The following are illustrative of efforts to improve the quality of instruction in the public schools that would increase the demand for new teachers: (1) reduction in the average size of classes, and (2) enlarged offerings in the elementary and secondary schools and offering of special programs for students having special learning problems - the physically, mentally, emotionally handicapped, and culturally disadvantaged.

Oregon is making progress in both of these areas, as shown by data from the State Department of Education presented in Table IX, p. 33.

1. Reduction of student-teacher ratios. Student-teacher ratios have improved during the period 1971-72 to 1975-76, as indicated by the fact that while public school enrollments remained almost stable during that period (net increase of 0.1 percent), the number of FTE teachers increased 3.8 percent.

2. Improvement of special services to students. Data in Table IX also provide insight as to progress made during the period 1971-72 to 1975-76 with respect to the improvement of special services to students. The following facts are noted:

   - From 1971-72 to 1975-76 the number of teachers equipped to provide special services to students with learning problems (reading, handicapped, migrant) increased significantly from 1,369 to 1,868, an increase of 36.4 percent.

   - The number of persons employed in guidance and counseling increased 16.2 percent, from 728 to 846.

   - The number of librarians has also increased (8.1 percent) during the same period, from 664 in 1971-72 to 718 in 1975-76.

Turnover rates and recent demand for new teachers in the public schools. Turnover rates among certified personnel in the public schools (teachers, educational specialists, administrators) and trends in the demand for new teachers in the public schools provide important insights into likely demand in the future.

- The rate of teacher turnover is a function of the replacements needed for teachers who die or retire, or who leave their positions for any other reasons. One might anticipate that because of the tightness of the employment market the rate of teacher turnover is declining. This was so for a time. State department of education figures indicate that there was a sharp decline in turnover of certified personnel in the public schools in 1971-72, but since then, turnover has increased until, in 1974-75, turnover was at approximately the same level as in 1969-70.

TABLE IX

NUMBER OF CERTIFICATED PERSONNEL EMPLOYED IN OREGON PUBLIC SCHOOLS, 1971-72 THROUGH 1975-75

Category 1	1971-72 2	1972-73 3	1973-74 4	1974-75 5	1975-76 6	% Change 1971-72 to 1975-76 7
Public School Enrollment	498,686	498,608	496,424	497,879	499,151	+0.1
No. Teachers	23,639	23,690	24,072	24,528	24,539	+3.8
No. Special Teachers[1]	(1,369)	(1,484)	(1,560)	(1,732)	(1,868)	+36.4
No. Psychological Personnel	20	25	27	23	na	-
No. Guidance & Counseling	728	774	828	743	846	+16.2
No. Librarians	664	683	697	718	718	+8.1

[1] Developmental Reading, Special Education, Deaf, Hard of Hearing, Mentally Retarded, Remedial Reading, Speech Correction, Extreme Learning Problems, Visually Handicapped, Able and Gifted, Migrant Education.

Source: Office of School Finance and Statistical Services, Department of Education, Salem, Oregon.

Year	Number of Educational Personnel Terminating Their Positions
1969-70	3,754
1970-71	3,375
1971-72	3,555
1972-73	3,516
1973-74	3,730
1974-75	3,750

- Teacher demand in Oregon as reflected in the number of teachers employed in Oregon new to their districts is shown for the years 1971-72 to 1975-76 in Table X, p. 35. The category "new teachers" is made up of beginning teachers and teachers with experience who are new in the district. The data reveal that the demand for beginning teachers has decreased over the years covered by the table by 24.9 percent, a decrease almost balanced by an increase in demand for experienced teachers.

    - Total new teachers employed decreased 6.5 percent from 1971-72 (3,128) to 1975-76 (2,926).

    - The number of beginning teachers employed in Oregon decreased over the same period by 24.9 percent (from 1,938 in 1971-72 to 1,455 in 1975-76). There was a sharp drop to 1,724 and 1,766 in 1972-73 and 1973-74, respectively, but a recovery to 1,983 in 1974-75, followed by another sharp drop to 1,455 in 1975-76.

      The distribution of beginning teachers as between elementary and secondary levels for the years 1971-72 to 1975-76 was as follows:

Year	Number of Beginning Teachers Employed			
	Elementary	Secondary	Other	Total
1971-72	901	705	332	1,938
1972-73	750	725	249	1,724
1973-74	799	689	278	1,766
1974-75	885	779	319	1,983
1975-76[1]	759	635	61[2]	1,455

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    - Employment of beginning teachers from Oregon employed in Oregon public schools declined much less between 1971-72 and 1975-76 than did the number employed from other states. In 1971-72 Oregon schools employed 1,353 beginning teachers from Oregon; in 1975-76, 1,209 teachers from Oregon were employed, a decrease of 10.6 percent. Comparable figures for teachers from other states were 585 to 246, a decrease of 57.9 percent.

    - The number of experienced teachers from Oregon who were new to their

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[1] See footnote 1, Table X.

[2] The reduced number of teachers identified as "other" is the result of changes in reporting procedures.

TABLE X

SOURCE OF TEACHERS NEW TO THEIR DISTRICT, OREGON PUBLIC SCHOOL DISTRICTS, 1971-72 THROUGH 1975-76

Residence Previous Year	Total New Teachers						Beginning Teachers						Experienced Teachers					
	1971-72	1972-73	1973-74	1974-75	1975-76[1]	% Change 1971-72 to 1975-76	1971-72	1972-73	1973-74	1974-75	1975-76[1]	% Change 1971-72 to 1975-76	1971-72	1972-73	1973-74	1974-75	1975-76[1]	% Change 1971-72 to 1975-76
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Oregon	2,127	2,102	2,004	2,610	2,293	+ 7.8%	1,353	1,279	1,180	1,397	1,209	-10.6%	774	823	824	1,213	1,084	+40.0%
California	192	167	140	171	94	-51.0	62	51	36	72	36	-41.9	130	116	104	99	58	-55.4
Washington	191	201	166	191	237	+24.0	111	122	89	110	117	+ 0.5	80	79	77	81	120	+50.0
Idaho	61	43	56	57	49	-19.7	45	18	31	25	16	-64.4	16	25	25	32	33	+106.2
Others[2]	557	412	663	601	253	-54.6	367	254	430	379	77	-79.0	190	158	233	222	176	- 7.4
Totals	3,128	2,925	3,029	3,630	2,926	- 6.5%	1,938	1,724	1,766	1,983	1,455	-24.9%	1,190	1,201	1,263	1,647	1,471	+23.6%

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[1] Comparable data as to the number of teachers new to their districts in 1975-76 were not available for the Portland schools and 30 districts in the OTIS network (representing 30 percent of the teacher population). Consequently the data presented for 1975-76 are estimates. The same proportion of teachers known to be new to their district in 1975-76 for those schools where data were available was applied to those schools where data were not available.

[2] Includes individuals from states other than Oregon, California, Washington, and Idaho, and also those individuals where the residence during the previous year is not known.

Source: Office of School Finance and Statistical Services, Department of Education, Salem, OR.

district increased 1971-72 to 1975-76 while the number of experienced teachers from other states decreased. In 1975-76, 1,084 experienced Oregon teachers were new to their districts, a number 40.0 percent greater than the 774 experienced Oregon teachers new to their district in 1971-72. Comparable figures for experienced teachers from other states were 387 in 1975-76, a decrease of 7.0 percent from the 416 experienced teachers from other states employed in 1971-72.

Limits of Permissible Imbalance Between Demand for and Production of New Teachers

The assumptions one makes as to the limits of permissible imbalance between demand for new teachers and production of new teachers affects materially one's estimate of the level of desirable production. For even if demand for teachers could be measured with unchallengeable precision, there would need to be produced more graduates qualified to teach than the estimated number of openings because of the fact that many who qualify for teaching certificates never enter the teaching field, or they enter it only briefly. These include among others:

- The placebound - those who for any one of a variety of reasons will consider teaching only if employment can be found in specific communities or in specific types of communities.
- Those who took teacher preparation as insurance - as many do - only to discover that they need not draw upon that insurance inasmuch as a more attractive alternative (e.g., marriage, a type of employment opportunity preferred over teaching) has presented itself.
- Those who, after brief experience with teaching, are disenchanted and give it up, temporarily (for marriage, for instance) or permanently.

Given the fact that a substantial number of those prepared as teachers never enter the teaching field, the production of new teachers can, with good justification, exceed the demand. But by how much? That is the question.

As we have earlier noted, national experience in the later 1960's, when employment opportunities, both in teaching and out, were reasonably plentiful, it is estimated that 80 percent of the teacher preparation students in elementary education accepted employment as teachers. The corresponding percentage for new secondary school teachers was 60 percent.

Since the 1960's, declining employment opportunities in some non-teaching fields to which teachers gravitated in the 1960's in preference to teaching have forced some former teachers and some prepared as teachers back into the teacher market. New graduates, certificated to teach at the elementary or secondary level find that the non-teaching job market is not as fluid as it formerly was and that the competition for teaching employment has stiffened because of the scarcity of both non-teaching and teaching employment opportunities.

But this tightening of the employment market ought not to be allowed to obscure the fact that if one measures surplus production by the number of persons graduated who are qualified to teach as compared with the number who actually teach, we have nationally and in Oregon had a surplus of production for some years.

The number of beginning teachers employed in Oregon over the past five years has fluctuated from year to year with the number of beginning teachers employed in 1975-76 (1,455) being about 25 percent less than the number employed in 1971-72 (1,938). However, the number of teachers produced over the same period also decreased significantly and more than kept pace with the decrease in the number of beginning teachers employed, as revealed in the figures below.

Ratio of the Number of Beginning Teachers Produced
to the Number of Beginning Teachers Employed

Year	Elementary	Secondary	Elementary and Secondary Combined
1971-72	1.83	2.79	2.25
1972-73	1.96	2.32	2.21
1973-74	1.72	2.44	2.05
1974-75	1.44	2.07	1.74
1975-76	1.38	2.24	1.77

The production-demand ratio for beginning elementary teachers has improved significantly in the five-year period from a peak of 1.96 in 1972-73 to 1.33 in 1975-76. While the excess of production over demand has been greater in secondary than in elementary, the production-demand ratio in secondary has also improved, from 2.79 in 1971-72 to 2.24 in 1975-76.

If only 80 percent of elementary teacher education graduates will accept teaching positions when these positions are widely available, the production-employment ratio is 1.25. In 1974-75 Oregon institutions (state system and independent) produced 1,050 elementary teachers. September 1975-76 Oregon schools employed 759 beginning elementary teachers. This is a production-employment ratio of 1.38. Production at the 1960's ratio of 1.25 would have been 949, approximately 100 fewer than were actually produced. However, the 1.25 ratio in the 1960's was demonstrably too low to provide school districts with any real choice of candidates or to staff rural and urban center schools with qualified personnel.

Oregon produced 1,425 secondary teachers in 1974-75; beginning secondary teachers employed September 1975-76 totalled 635, a production-employment ratio of 2.24. Production in areas of surplus five years before (e.g., English, physical education, social studies) had been reduced and production in areas where there were shortages of qualified personnel (e.g., general science, industrial education) increased. Production at the 1960's ratio of 1.67, when only approximately 60 percent of those completing requirements for certification as secondary teachers actually accepted teaching positions, would have been 1,060, 365 fewer than actually produced. The 1.67 ratio of the 1960's did not provide school districts with all the qualified personnel they needed.

One would suspect that a production-employment ratio of 2.24 is too high. The ratio in 1973-74, when Oregon institutions, State System and independent, produced 1,614 secondary teachers, 190 more than in 1974-75, was 2.07 (because more beginning secondary teachers were employed) without any apparent staffing problems. Too, because of improved counseling, higher admissions standards, and improved professional programs, the secondary education graduate of the 1970's is likely to be more committed to a career in teaching than was the graduate of the 1960's (who often completed certification requirements to provide an alternative employment area in case he couldn't obtain employment in his field of first choice). It is possible that more than 60 percent of 1970 graduates in secondary education would accept teaching positions if these positions were available.

One other factor should be considered. As has been noted, teachers are very mobile and school districts are not confined in their hiring to teachers graduating from Oregon institutions. If production of teachers in Oregon is reduced to the point that school districts are unable to employ Oregon graduates of their choice, they will begin to look again out-of-state to find the teachers they need.

Follow-up of Teacher Education Graduates

Good educational planning, as well as reliable counseling of prospective teacher education students, requires better information as to the activities of teacher education graduates following graduation.

The institutions of the State System and Teacher Standards and Practices Commission are taking steps to improve the collection of data on employment of teacher education graduates. Through cooperation of the institutions, the certification agency (Teacher Standards and Practices Commission), and the State Department of Education, Oregon will soon know not only how many beginning teachers were produced by Oregon institutions, but how many from each institution applied for and received Oregon certification and how many of these were employed by Oregon school districts by district and institution from which graduated and year employed.

In addition to this information, the schools preparing teachers are developing procedures for follow-up studies to ascertain what happens to those graduates who do not become teachers in Oregon schools.

Table XI reports follow-up studies of 1974-75 teacher education graduates conducted by three state system institutions (Oregon State University, Southern Oregon State College, and Eastern Oregon State College).

Eastern Oregon State College and Southern Oregon State College were able to obtain information on the occupations of 97.0 and 95.8 percent, respectively, of their elementary graduates; and 74.6 and 80.3 percent, respectively, of their secondary graduates.

Oregon State University obtained information on 72.6 percent of its elementary graduates, 64.4 percent of its secondary graduates.

Table XI reveals that while elementary graduates known to be occupied in teaching positions the fall following graduation ranged from 67.2 percent of EOSC graduates to 45.7 percent of OSU graduates, fewer than half the secondary graduates were so occupied, ranging from 47.0 percent at SOSC to 38.8 and 38.6 percent at EOSC and OSU.

- Of the 348 elementary education graduates of the three institutions, 178 (51.2 percent) were employed in teaching, 60 (17.2 percent) were otherwise gainfully employed, no information was obtained on 57 (16.4 percent), 33 (9.5 percent) reported they were still seeking a teaching position, and the remainder (5.7 percent) were continuing formal study or engaged in homemaking.
- Occupations of the 588 secondary educaton graduates of the three institutions the November following graduation were reported as follows: 237 (40.3 percent) were teaching, 70 (11.9 percent) were otherwise gainfully employed, 44 (7.5 percent) were seeking a teaching position, 42 (7.1 percent) were continuing formal study, 8 (1.4 percent) were homemaking, 3 (.5 percent) were in the military service. However, no information was available concerning occupations of nearly one-third of the 588 secondary education graduates (184, 31.3 percent).

As might be expected, production-employment ratios derived from the figures reported in Table XI are higher than the 1975-76 ratios reported on p. 37. There are two reasons for this: (1) the beginning teacher figure for 1975-76 includes persons who completed their teacher preparation program one or more years prior to entering employment as a teacher and thus is larger than the number of graduates reporting employment the year immediately following graduation, and (2) information was not available for 16.4 percent of the 1974-75 elementary education graduates and 31.3 percent of the 1974-75 secondary education graduates included in Table XI, thereby understating the number employed in teaching positions by some unknown amount. (PSU found in a telephone follow-up of persons for whom no information was available that the percentage of those teaching was approximately the same as for those who had responded to the survey instrument.)

Employment of Graduates in Occupations Other than Teaching. The three institutions identified 170 persons (18.2 percent of the 936 students completing teacher education programs in 1974-75) who were gainfully employed in occupations other than teaching.

TABLE XI

OCCUPATIONS ON NOVEMBER 1, 1975 OF PERSONS COMPLETING REQUIREMENTS FOR BASIC CERTIFICATION FOR THE FIRST TIME BETWEEN SEPTEMBER 1, 1974 AND AUGUST 31, 1975

Field of Preparation	Number Completing Program	Number Registered with Placement Office	Teaching: Teaching in State	Teaching: Outside State	Teaching: Total Teaching	Col.6 as % Col.2	Col.6 as % Col.3	Otherwise Gainfully Employed	Continuing Formal Study	Military Service	Home-making	Seeking a Teaching Position	No Information	Col. 14 as % of Col. 2
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Elementary:														
EOSC	67	64	40	5	45	67.2%	70.3%	7	1	0	3	9	2	3.0%
SOSC	95	83	42	6	48	50.5	57.8	25	2	0	6	10	4	4.2
OSU	186	169	74	11	85	45.7	50.3	28	7	0	1	14	51	27.4
Total	348	316	156	22	178	51.2%	56.3%	60	10	0	10	33	57	16.4%
Secondary:														
EOSC	67	54	24	2	26	38.8%	48.2%	5	8	1	2	8	17	25.4%
SOSC	117	115	51	4	55	47.0	47.8	24	11	0	0	4	23	19.7
OSU	404	324	136	20	156	38.6	48.2	41	23	2	6	32	144	35.6
Total	588	493	211	26	237	40.3%	48.1%	70	42	3	8	44	184	31.3%

- 53 of these (40.8 percent of the 170) were employed in occupations related to teaching:

Occupations	Number Employed
Teacher aide (including library aide and laboratory aide)	14
Children's services (opportunity centers, day-care centers, welfare, CETA, operating a group home, etc.)	10
Community activities (recreational, community centers, VISTA, etc.)	6
Teaching in a community college	2
Non-teaching occupations in which the duties are directly related to the teaching major[1]	21
TOTAL	53

- 77 (59.2 percent) graduates were working at jobs not directly related to teaching or to the graduate's teaching field. All but three of these jobs were in business and industry, covering a wide range of duties from working as a service station attendant to operating a family business. Two graduates were working in agriculture and one was an employee of the State Highway Department.

How many of the persons employed in occupations other than teaching were underemployed? Undoubtedly a good many. Certainly the 14 teacher education graduates employed as teacher aides are working at less than their level of professional preparation. When a position as a teacher is not available in the community where one wishes to work, working as a teacher aide is a way to improve one's position for moving into teaching employment when a suitable position does open up.

How many of these graduates employed in occupations other than teaching would prefer to be teaching. This we do not know. The surveys did provide a category for persons who wished to be identified as "still seeking a teaching position." Fewer than ten percent of the graduates identified themselves in this category, 9.48 percent of the elementary education graduates and 7.48 of the secondary education graduates, a surprisingly small percentage considering that on November 1 most of those surveyed would have been out of school less than six months.

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[1] Examples - biology major working as a state park ranger; business majors employed as real estate investors, secretaries, cashiers, etc.; English major working as a newspaper employee; home economics majors employed in sales promotion or in restaurant and food service management as dietitians; agriculture majors managing farms.

The follow-up survey of graduates is considered by the institutions to be an essential tool for program planning, establishment of admissions criteria, and student counseling. The institutions are cooperating in developing better survey procedures, complementing follow-up information which will become available from TSPC and the State Department of Education (described pp. 38-39).

Costs of Instruction in Teacher Education

In this section we present some information concerning the costs of instruction in teacher education. The discussion and analysis will focus on (1) comparative student credit hour costs of instruction in professional education courses among the State System institutions, and (2) student credit hour costs of instruction in professional education courses as compared with student credit hour costs of instruction for all courses at the various State System institutions.

Cost per Student Credit Hour Defined

Information concerning student credit hour (SCH) costs is made available by the Division of Analytic Services in the Board's Office as a part of load and cost studies made by the division for each institution for the fall term of each year. These load and cost studies yield data concerning salaries, teaching load, student credit hour production, student-teacher ratios, and salary costs per credit hour by budgetary unit and by course and student level.

The only cost figures for instruction presently available are salary cost figures. They exclude costs incurred in day-to-day operation of the institutions, e.g., costs for supplies, equipment, classified staff, and any other support costs for instruction.

In this present analysis then, the cost per student credit hour for a course or a group of courses is determined by dividing the faculty salary costs allocated to instruction in that course or group of courses by the number of student credit hours generated in that course or group of courses.

Comparative Costs for Professional Education in the State System

Table XII lists the salary costs per SCH at the State System colleges and universities fall term 1975, by course level for courses in professional education and for all courses combined.

- Costs per SCH for professional education courses (undergraduate and graduate combined) in four of the six institutions were remarkably close, ranging from a low of $26.19 per SCH at Eastern Oregon State College to a high of $26.93 at Oregon State University, with Southern Oregon State College and Oregon College of Education falling in between at $26.32 and $26.34, respectively. Costs per SCH were lower at Portland State University and the University of Oregon ($17.49 and $19.39, respectively).

- At the undergraduate level, costs per SCH for professional education courses at the three colleges were similar ($25.50 at EOSC, $26.10 at SOSC, and $28.93 at OCE). Costs per SCH at the universities were below the costs at the colleges, with a low of $11.06 per SCH at the University of Oregon, followed by $15.18 at Portland State University and $21.91 at Oregon State University.

TABLE XII

TOTAL STUDENT CREDIT HOURS AND SALARY COSTS PER STUDENT CREDIT HOUR BY COURSE LEVEL FOR COURSES IN EDUCATION AND FOR ALL COURSES COMBINED, AT THE STATE SYSTEM INSTITUTIONS, FALL TERM 1975

	Undergraduate Courses		Graduate Courses		All Courses	
Institution 1	Total SCH 2	Cost per SCH 3	Total SCH 4	Cost per SCH 5	Total SCH 6	Cost per SCH 7
UO						
Education	8,724	$11.06	12,325	$25.27	21,049	$19.39
All Programs	165,444	$12.26	70,206	$33.22	235,650	$18.51
OSU						
Education	8,833	$21.91	2,768	$42.94	11,601	$26.93
All Programs	204,856	$13.32	35,962	$36.33	240,818	$16.76
PSU						
Education	6,472	$15.18	4,235	$21.02	10,707	$17.49
All Programs	126,316	$13.09	31,010	$32.03	157,326	$16.83
SOSC						
Education	3,223	$26.10	1,326	$26.85	4,549	$26.32
All Programs	52,194	$16.38	7,897	$27.61	60,091	$17.84
OCE						
Education	6,567	$28.93	3,504	$21.49	10,071	$26.34
All Programs	38,926	$18.00	7,048	$22.35	45,974	$18.67
EOSC						
Education	1,974	$25.50	82	$42.83	2,056	$26.19
All Programs	20,263	$19.30	121	$69.28	20,384	$19.60

Why Lower Student Credit Hour Costs At UO and PSU

Why are the costs for undergraduate professional courses lower at the University of Oregon and Portland State University than at the other institutions? Further analysis reveals that special factors operating at the University of Oregon and Portland State University contributed to the lower costs at these institutions.

- University of Oregon. One of the factors bringing about lower costs in undergraduate professional education at the University of Oregon than at the other State System institutions is the extensive use made of graduate teaching fellows in the University of Oregon undergraduate teacher education program. These teaching fellows, usually doctoral students with successful teaching experience in the public schools, are used primarily as supervisors in the student teaching program. A few of them serve as instructors in the secondary methods and materials classes and as coordinators of practicum experiences.

  In the fall of 1975, about 40% of the student credit hours in undergraduate professional education at the University of Oregon (3,500 out of a total of 8,724) were generated in student teaching and other courses taught by graduate teaching fellows. At Oregon State University, only 5% of the student credit hours in undergraduate professional education (440 out of a total of 8,833) were produced in courses taught by teaching assistants. Portland State University and the state colleges do not use teaching assistants as instructors or student teaching supervisors in their teacher education programs.

  The average salary for the teaching fellows working in the University of Oregon teacher education program in 1975-76 was $11,600 per academic year[1] as compared with an average salary of $18,600 for regular faculty (all ranks combined).

  A second factor having a significant effect in reducing costs per student credit hour in undergraduate education courses at the University of Oregon relates to the nature of the arrangements made by the college of education for the pre-student teaching practicum. Both elementary and secondary education students are required to complete a pre-student teaching practicum, CI 409, Practicum (minimum of 3 credit hours). The majority of the students (about 60%) take the practicum through the ESCAPE (Every Student Caring About Personal Education) program. Student-initiated and student-run, ESCAPE is an accredited practicum which places student volunteers from various university schools and departments as teaching aides, tutors and counselors in local public and private schools, day-care centers, nursing homes, and other educational agencies throughout the Eugene area. Students in the program are supervised by persons especially trained to serve as supervisors for the ESCAPE program.

  Since ESCAPE trains and appoints its own supervisors, the primary role of college of education personnel is to coordinate the activities of the teacher education students participating in the program. During the 1975-76 academic year, a teaching fellow appointed at .15 FTE coordinated the elementary education division of the ESCAPE program, and a teaching fellow appointed at .35 FTE coordinated the secondary education division of the program. The number of student credit hours produced and the costs per student credit hour in the ESCAPE program are given below. It should be noted that, even though the supervisors in the ESCAPE program are not on the college of education payroll, all the student credit hours generated by the education students in the program have been credited to the elementary and secondary education staff persons coordinating the program for those students.

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[1] FTE assignments for the graduate teaching fellows are .3 FTE or less. The salary indicated represents the amount the teaching fellow would be earning if working full-time

ESCAPE PROGRAM (1975-76)

	No. of SCH	No. of Faculty FTE	Cost per SCH
Elementary Education	1,330	.15	$1.31
Secondary Education	1,374	.35	$2.95
Total	2,704	.50	$2.15

From the above it can be seen that .50 faculty FTE were credited with the production of 2,704 student credit hours in the ESCAPE program, yielding a ratio of 5,408 SCH per faculty FTE, as compared with an average ratio in all undergraduate courses in education of 250 SCH per faculty FTE. The high production of student credit hours per faculty FTE resulted in a low cost of $2.15 per SCH in the ESCAPE program.

- Portland State University. Portland State University is the only institution in the State System making extensive use of public school personnel in its campus-based instructional program in teacher education.[1] Public school personnel invited by Portland State University to teach education courses on campus are practitioners and specialists, usually holding the doctoral degree, and well-qualified in terms of educational background and experience.

  During the fall quarter 1975, 21 of the undergraduate courses in education at Portland State University were taught by public school persons with a production of 1,943 student credit hours, or 21% of the total student credit hours produced in the undergraduate education courses. The instructors from the public schools are paid $210 per course credit, i.e., $630 for teaching a three credit-hour course. The estimated cost per SCH in the fall of 1975 for courses taught at Portland State University by personnel from the public schools was $5.85 (as compared with $15.18 per SCH for all PSU undergraduate courses in education). It can be seen that the use of public school personnel in the teaching of on-campus courses in education tends to reduce significantly the costs of instruction per credit hour in the undergraduate teacher education program at Portland State University.

In addition to the factors identified above, there are several others that contribute to differences in student credit hour costs in teacher education among the State System institutions: differences in faculty salaries, the proportion of senior professors used in the program, class size, faculty load, and the assignment of credit hours to classes (particularly classes involving laboratory or field experience).

Cost Differences
Due to Differing Emphases on Field Experiences

Later in the report, some evidence is presented (pp. 87-92) that competency-based, field-centered programs in teacher education are somewhat more costly than traditional programs in teacher education. More particularly, greater emphasis in teacher education programs on field experiences in the public schools, starting at the freshman or sophomore levels and continuing throughout the teacher training period, results in increased faculty time being required for observation, supervision, conferences, consultations, travel, etc., which will bring about some increase in costs.

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[1] Employment of public school personnel in the undergraduate teacher education campus programs at the other State System institutions is rare, with the exception of UO which employs one or two persons from the public schools each year to supervise student teachers (two were employed in 1976-76).

Whereas the trend, generally, in the State System institutions is to place a stronger emphasis on field experiences for their teacher candidates, there are differences among the institutions in the extent to which this is occurring. There are also differences in the nature of the field experiences provided and in the extent of these activities and in the manner in which the activities are supervised. A brief summary of the field experiences provided in the teacher education program at each of the State System institutions is given on pp. 71-78.

It is difficult to assess the degree to which field activities affect teacher education costs at each of the institutions. In the Oregon College of Education-Teaching Research Division cost-benefit study (pp. 87-91) it was found that the primary source of the increased costs to the college for the new Oregon College of Education elementary education program (from $1,009 to $1,071 per student per year) was the stress the program placed on the acquisition, demonstration, and assessment of the student's teaching competencies in the school setting. Since the study took into account total costs of the program by various budgetary categories, it provides more adequate information than can be provided by data restricted to salary costs per student credit hour. However, one should not overgeneralize from the results obtained at one institution. Similar studies at the other institutions that take into account the particular circumstances that apply on a given campus are needed to provide a more adequate basis for analyzing and comparing teacher education costs at the various institutions.

In Table XIII, (pp. 50-53), a summary of field experiences for students in elementary and secondary education at each institution is given in tabular form. Included is a brief description of the field activities at each institution and an indication of the extent to which the activities are supervised by college staff. An examination of Table XIII reveals that:

- All institutions require full-time student teaching in the public schools and grant 15 hours of credit, with the exception of Eastern Oregon State College which gives 12 hours of credit for student teaching, and Southern Oregon State College which grants 12 hours of credit at the secondary level. The extent to which student teachers are supervised by college supervisors, as measured by the number of supervisor visits to the student teacher's school, varies from a required minimum of three visits per term at Eastern Oregon State College; four visits per term at Oregon College of Education; five visits per term at the University of Oregon (secondary) and Oregon State University; to weekly visits at Southern Oregon State College, the University of Oregon (elementary), and Portland State University (amounting to 9 or 10 visits). Also, the time spent in seminars conducted in conjunction with student teaching varies, with seminars held bi-monthly at Eastern Oregon State College; one or more per term at Southern Oregon State College; scheduled as needed at Oregon College of Education; five per term at Oregon State University; and weekly seminars at the University of Oregon and Portland State University.

- Differences in institutional priorities are greater in the pre-student teaching practicum and field experiences than in student teaching. All six institutions require such experiences but differ in the extent to which the field experiences are provided and in the kind of activities that are carried on. Generally, among State System institutions, Oregon College of Education and Oregon State University place the heaviest emphasis on field experiences.

- At Oregon College of Education, students in the elementary block courses spend two terms (minimum of 8 hours a week) in observation and practice in the public schools prior to student teaching, with intensive supervision and evaluation by college staff. Secondary majors spend one term in the public school classroom prior to student teaching under conditions similar to those for elementary majors.

- At Oregon State University, elementary and secondary education majors are required to spend one term at the sophomore level (minimum of 10 hours a week) in supervised field experiences in the public schools. College supervisors conduct bi-weekly seminars. Again, at the junior level, elementary majors are in an elementary classroom full-time four days per week, and secondary majors spend five half days per week in a high school classroom. Seminars are held weekly for elementary students and bi-weekly for secondary students by college staff members.

- At the other institutions, pre-student teaching field experiences include at least one term during which the elementary and secondary education students observe and participate in classroom activities in the public schools. At three of the institutions the activities are linked and integrated with a particular course, i.e., Introduction to Education at Eastern Oregon State College; Human Development and Learning at Southern Oregon State College; and Psychological Foundations of Education at Portland State University. At the University of Oregon they are set up as a practicum. Again, the extent of supervision by college or university faculty varies. Portland State University has indicated that, although its education faculty exercises some supervision of the pre-student teaching field experiences, no faculty FTE are assigned to such supervision.

Field experiences, if adequately supervised, will normally require more faculty time per student than instruction in group situations. Faculty contacts with students are more highly individualized in practicum and student teaching situations than in a classroom setting. Also, time is needed for the supervisor to travel back and forth between the campus and the public schools. Consequently, it can be expected that teacher education costs per student credit hour will be higher in the field programs than in the usual group-oriented campus programs.

In Table XII, p. 44, it can be seen that among the State System institutions in fall 1975, costs per student credit hour for courses in undergraduate teacher education were highest at Oregon College of Education ($28.93), and among the universities the costs were highest at Oregon State University ($21.91). It is likely that the more extensive pre-student teaching practicum and field activities at Oregon College of Education and Oregon State University contributed substantially to the higher costs per student credit hour.

As noted earlier, additional studies taking into account total costs of instruction in education courses are needed to assess the degree to which increased emphasis on field experiences in the education programs affects costs at the several institutions.

Costs in Teacher Education as Compared with Costs in All Programs Combined

In Table XII, p. 44, data are presented concerning the costs per SCH for instruction in education courses as compared with the average costs for all institutional courses combined. Since, at the undergraduate level, professional education courses in the state colleges and universities are primarily upper-division (90% of the total undergraduate education courses), the cost comparisons need to be made at the upper-division level.

In Table XIV, p. 54, average salary costs per SCH for upper-division courses in education are compared with the average costs per SCH for all upper-division courses combined at each of the state institutions. At four of the institutions costs per SCH in education are higher than for all programs combined ($5.38 higher at OSU, $3.59 at OCE, $2.97 at SOSC, and $0.37 at PSU). Costs per SCH in education are $2.83 less at Eastern Oregon State College and $6.94 less at the University of Oregon than for all courses combined at each of those institutions.

Some of the major factors contributing to comparatively low costs in the undergraduate courses at the University of Oregon (use of graduate teaching fellows, and the unusual arrangements for the supervision of practicum students) have been referred to previously. At Eastern Oregon State College, the fact that there is a higher proportion of small upper-division classes in academic departments than in the education department, may be responsible, at least in part, for the comparatively lower costs in education.

Where costs per student credit hour in upper-division education courses exceeded the costs for all programs combined, the greatest differentials occurred at Oregon State University and Oregon College of Education, the institutions with the strongest emphasis in field activities. It is likely that the strong field emphasis in the education programs at Oregon State University and Oregon College of Education is one of the factors contributing to comparatively higher costs per SCH in education, when costs in education are compared with the average costs for all programs combined.

TABLE XIII

SUMMARY OF FIELD EXPERIENCES IN THE TEACHER EDUCATION PROGRAMS OF THE STATE SYSTEM INSTITUTIONS

Institution 1	Course Designation for the Field Experience 2	Credit Hours 3	Nature of the Field Experience 4	Extent of Supervision by College Supervisors 5
EOSC	Ed 209 and Ed 409 Practicum (optional)	1-6	2-10 hours of observation and documentation; 2-8 hours of planned seminar type of activity	Bi-monthly meetings
	Ed 329 Introduction to Education (all students)	6	One-third of the class time spent in the public schools	Supervisors conduct weekly meetings
	Ed 339 Analysis of Learning and Development (all students)	3	6-10 hours of observation in the schools as a part of the class activities	Supervisors assist student in finding observation location; follow-up in class
	Ed 352, 353, and 354 Process of Teaching (elementary students)	18	Field experiences scheduled as an essential part of the course activities	Supervisor assists in setting up the observations in the schools; follow-up in class
	Ed 395 and 396 Process of Teaching (secondary students)	15	Each student spends at least one week in a public school	Supervisors are in constant touch with the student and public school teacher during the school experience
	Ed 415 and 416 Elementary and Secondary Student Teaching	12	Full-time student teaching for a term	Minimum of 3 visits by the supervisor; bi-monthly student seminars
SOSC	Ed 315 Human Development and Learning (all students)	6	One credit hour practicum attached to Ed 315 with students assigned as teaching assistants in the public schools. Minimum of 5 hours per week or 50 hours per quarter	No direct field supervision by college staff; follow-up activities in class
	Elementary Methods Courses (elementary students)		Classroom observation and participation integrated with the various methods courses	Experiences arranged by methods instructors; follow-up activities in class
	Ed 409 Practicum (secondary students)	3	Correlated with Ed 314, Principles of Secondary Education. 2 hours daily in a public school secondary classroom for one quarter	Supervisor assists each Ed 409 student once every two weeks for approximately one hour

TABLE XIII (continued)

Institution 1	Course Designation for the Field Experience 2	Credit Hours 3	Nature of the Field Experience 4	Extent of Supervision by College Supervisors 5
SOSC (continued)	Ed 414 and 415 Elementary Student Teaching	15	Half-day experience for one quarter, and a full-day experience for another quarter	College supervisor visits each student teacher for one hour per week. Some supervisors conduct one or more seminars for the student teachers assigned to them.
	Ed 417 Secondary Student Teaching	12	Full-time student teaching for a term	As above
OCE	Ed 111 Contemporary Education (optional) About 60 elementary and 40 secondary students enroll each year	2	Opportunities to work with children and youth in both school and non-school settings. Minimum of 4 hours per week	Group meetings and individual conferences. Students are under constant supervision.
	Psych 227 Field Experience in the Helping Professions (optional) About 110 elementary and 85 secondary students enroll each year	3	Opportunities to work with children and youth in both school and non-school settings. Minimum of 4 hours per week	Group meetings and individual conferences. Students are under constant supervision.
	Ed 361 and 362 Learning and Instruction in the Elementary School (required for all elementary students)	9 each term	Minimum of 8 hours each week in the public schools. Full responsibility for teaching 3-5 days.	Supervisor spends 2 days each week observing and assisting students; observes 2 to 5 lessons taught by the student. Class meets three days a week.
	Ed 363 Learning and Instruction in Intermediate and Secondary Schools (required for all secondary students)	11	7-10 hours a week of participation in classroom activities	Supervisor spends minimum of two hours per day with students and cooperating teachers. Group meetings are held daily with all students
	Ed 412 Laboratory Experience (optional) 20 students enroll each year	1-6	An elective for students wanting to take additional field experiences. The experiences are planned and included as a part of Ed 361, 362, and 363.	As above.
	Ed 413 Student Teaching	15	Full-time student teaching for a term	Supervisor observes the student teacher a minimum of four class periods a term. The supervisor also conducts seminars and conferences with cooperating teachers, other school personnel, and students, as needed

TABLE XIII (continued)

Institution 1	Course Designation for the Field Experience 2	Credit Hours 3	Nature of the Field Experience 4	Extent of Supervision by College Supervisors 5
UO Elementary	CI 409 Practicum: Elementary School	3	Participation in classroom activities at least 3 hours per week for a quarter. Experiences are arranged either through the Office of Field Experiences or through ESCAPE program	If arranged through the Office of Field Experience, supervision is primarily the responsibility of the cooperating public school teacher with some additional supervision provided by university personnel. If arranged through ESCAPE, supervision is carried on by ESCAPE supervisors who make weekly visits.
	CI 409 Practicum: Instructional Assistant	12	Students spend a quarter as full-time instructional assistants in an elementary school	Supervisors visit each school once per week to meet with cooperating teachers and instructional assistants
	CI 407 Seminar: Student Teaching	2	The seminar is held concomitantly with the practicum for instructional assistants	The seminar is conducted by the supervisors, typically once each week in the later afternoon or evening
	CI 415 Student Teaching (Elementary)	15	Full-time student teaching for a term	Weekly visits by the supervisor
	CI 407 Seminar: Student Teaching	2	Student teachers participate in a weekly seminar	Seminars are conducted by 2 district liaison coordinators/supervisors, meeting weekly with students
UO Secondary	CI 409 Practicum	3	Participation in classroom activities at least 3 hours per week for a quarter. Experiences are arranged either through the Office of Field Experience or through ESCAPE program	Students whose practicum is arranged by the Office of Field Experience are supervised mainly by the cooperating teachers in the public schools, with some supervision also provided by the college supervisor. In the ESCAPE program, students are supervised by ESCAPE supervisors who visit their students on a weekly basis.
	CI 417 Student Teaching, Secondary	15	Full-time student teaching for a quarter	Supervisors visit each student teacher at least 5 times during the term.

TABLE XIII (continued)

Institution 1	Course Designation for the Field Experience 2	Credit Hours 3	Nature of the Field Experience 4	Extent of Supervision by College Supervisors 5
UO Secondary (continued)	CI 407 Seminar: Student Teaching	1	The seminar is held concomitantly with student teaching	Conducted by the university supervisor; meets once a week, usually in the later afternoon or evening
OSU Elementary	Ed 210 Theory and Practicum II	6	Students spend one term, 5 days a week, 2 hours a day in an elementary classroom	Bi-weekly visits. At least 5 (one-hour) seminars per term
	Ed 367 Theory and Practicum III	8	Students spend one term, 4 days a week, 6 hours a day in an elementary classroom	Weekly visits. Weekly day-long seminar per term
	Ed 415 Student Teaching	12-15	Full-time student teaching for a quarter	At least five visits. Five three-hour seminars per term
OSU Secondary	Ed 210 Theory and Practicum II	6	One quarter, 5 days a week, 2 hours a day in a secondary classroom	Bi-weekly visits. At least 5 (one-hour) seminars per term
	Ed 313 Theory and Practicum III	6	One quarter, 5 half-days a week	Bi-weekly visits. Further supervision as deemed necessary. One 3-hour seminar per week
	Ed 416 Student Teaching	12-15	Full-time student teaching for a quarter	At least five visits. One 3-hour seminar per week
PSU	Ed 312 Psychological Foundations of Education (required for all students)	3 (No credit for field experience)	One half-day per week for a term in the public schools	Periodic visits by professor of the class; follow-up activities in class. No faculty FTE devoted to supervision.
	Elementary Methods and Materials Courses (required for elementary students)		One half day per week for a term for each course in elementary classrooms	Periodic visits by class professor; follow-up activities in class. No faculty FTE devoted to supervision
	Ed 414 and 415 Student Teaching: Kindergarten and Elementary	15	Full-time student teaching for a term	Weekly visits; weekly seminar
	Ed 416 Student Teaching: Secondary	15	Full-time student teaching for a term	Weekly visits; weekly seminar

TABLE XIV

TOTAL STUDENT CREDIT HOURS AND SALARY COSTS PER STUDENT CREDIT HOUR FOR UPPER-DIVISION EDUCATION COURSES AND FOR ALL UPPER-DIVISION COURSES COMBINED IN STATE SYSTEM INSTITUTIONS, FALL TERM 1975

Institution 1	Total SCH 2	Cost per SCH 3	Difference Cost per SCH, Education/All Programs 4
UO			
Education	8,583	$11.25	$ -6.94
All Programs	60,090	$18.19	
OSU			
Education	6,611	$24.58	$ +5.38
All Programs	59,006	$19.20	
PSU			
Education	5,419	$17.02	$ +0.37
All Programs	51,399	$16.65	
SOSC			
Education	3,039	$26.87	$ +2.97
All Programs	14,411	$23.90	
OCE			
Education	6,617	$30.48	$ +3.59
All Programs	14,633	$26.89	
EOSC			
Education	1,876	$24.24	$ -2.83
All Programs	6,882	$27.07	

Controlling Production of Teachers

Response to the changing job market for teachers - by the institutions, by the Board, and by the young people considering a teaching career themselves - has reduced production of elementary teachers in Oregon by 36.2 percent since 1970-71 and reduced production of secondary teachers by 27.5 percent. State System institutions, which together produce 91.4 percent of the elementary teachers and 82.9 percent of the secondary teachers completing requirements for basic certification each year, reduced their production of elementary teachers by 36.3 percent, their production of secondary teachers by 29.0 percent. The University of Oregon, which in 1970-71 produced 791 teachers, cut its production by more than half, to 377 by 1974-75. (It will be noted that any program graduating 377 students a year is still a very sizeable program.) Portland State University cut its production by more than one-third over this period, to 406 teachers produced in 1974-75. Other institutions reduced production by lesser amounts.

Developments in teacher education, responding to and in some ways made possible by the changing job market for teachers, are described briefly in the remainder of this report. These developments, when effectively carried out, benefit the student preparing to teach,

- by bringing the supply-demand ratio into better balance,
- by providing realistic career counseling,
- by giving the student opportunity to learn whether he or she can perform effectively in a classroom early in his or her educational career,
- by providing a professional education designed to assure that those who are admitted to and successfully complete the program will have reasonable chance of finding employment in teaching or a related field for which their education has prepared them.

The developments have benefited the public schools

- by providing an adequate supply of new beginning teachers, more knowledgeable and experienced in teaching theory and techniques than their predecessors of the long years of the teacher shortage, from which the districts can make effective selection to upgrade their staffs and teaching programs;
- by increased attention, on the part of the teacher education institutions, to the need for better follow-up of beginning teachers during their first year on the job;
- by participation of teacher education institutions in state-wide cooperative planning for improved in-service education to bring new developments in teaching techniques and the results of teaching research to teachers on the job.

These advantages are being gained with minimal reduction of geographic accessibility of opportunity to prepare for a teaching career.

Will further adjustments need to be made to maintain the supply-demand ratio at a level which will assure we do not slip into another teacher shortage at the elementary level or, in trying to meet the changing needs of the secondary schools, encourage students to prepare for jobs that will not exist?

Projections of public school enrollments (Table IX, p. 33) indicate that the long decline in elementary enrollments (grades Kindergarten through 8) will come to an end in 1979-80. However, this same table shows a decline of 13,580 secondary enrollments (grades 9-12) between the years 1976-77 and 1980-81. This, coupled with the suspicion that the production-demand ratio for secondary teachers may still be higher than is desirable, at least in some fields, suggests that additional adjustments in the supply side of the equation should be considered.

Alternative Approaches to Adjusting the Supply-Demand Ratio

In 1972, the Board reviewed several alternative approaches to making adjustments in the supply-demand ratio.

- The first alternative discussed was to increase the demand portion of the equation through reduction of student-teacher ratios in the public schools, replacement in the public schools of teachers with substandard qualifications, and launching of new programs to provide additional needed services in such areas as kindergartens and education of the handicapped. Oregon schools have made substantial progress in these areas, as reflected in employment of certified personnel, reported pp. 34-35 of this document.
- The second alternative approach for adjusting the supply-demand ratio discussed in 1972 was to reduce production of teachers by one or more of the following approaches:
    - Improved counseling of prospective teacher education students to assure that each student is provided full and accurate information about the employment market for teachers and the requirements for success in teaching, on the assumption that individuals fully informed as to the current and projected employment outlook will be less likely to apply for admission to a teacher education program.
    - Improved selective admission-retention standards and processes.
    - Elimination of teacher education or some aspect of teacher education (elementary education for instance) from one or more of the six state system institutions offering teacher education programs.

Let us examine anew these latter approaches.

Activities of the Institutions To Improve Counseling

Student counseling concerning job opportunities and requirements of the teaching profession takes place in (1) preprofessional courses, (2) during screening for admission to the professional program, and (3) during the course of the professional teacher education program.

We will not present here a detailed listing of the various points in each institution's programs when counseling takes place. The counseling process is much more ubiquitous in the elementary education programs, where job information and requirements of the profession are a part of required preprofessional or sophomore block courses and where screening for admission to and retention in the professional programs involves a series of personal interviews, evaluations of various kinds, group meetings, and, at some institutions, required counseling confirmed by the counselor's signature.

Counseling for secondary students is much less consistent, since much of the counseling is done by the student's adviser in the subject field in which the student is preparing to teach. However, all of the schools and departments of education are moving toward greater involvement of their professional education staffs in the counseling of secondary education students early in the students' educational careers.

Activities of the Institutions To Improve Admissions Standards

All the institutions have improved their admissions standards and/or procedures and, their standards for retention, particularly in the elementary programs where development of competency-based, field-centered programs provides much opportunity for evaluation and self-screening.

Again, admission and retention requirements are more involved, begin earlier in the student's program, and have more check points in the elementary education programs than in the secondary programs.

All the institutions have formal processes for admission to their professional education programs, elementary and secondary, and students must be properly admitted before they can enroll in professional courses. The admission process involves evaluation of transcripts, consideration of the applicant's aptitude for and interest in teaching, and, in the secondary programs, grade-point-average in the subject he or she is preparing to teach.

By improving the process of admission, moving from a somewhat routine consideration of paper credentials to personal interviews, small group meetings, early field experience, and other techniques for evaluating the candidate's interest in and aptitude for teaching, the institutions feel they have not only assisted students im making wise career decisions, but have become much more selective in admission to and retention in their professional programs.

A more comprehensive summary of admission and retention policies in teacher education in the State System colleges and universities, including specific information about the policies that apply on each campus, is given in the Appendix, pp. 101-122.

Eliminating Teacher Education at One or More Institutions

The advantages and disadvantages of reducing production of teachers by eliminating teacher education, or some portion of teacher education, from one or more institutions was considered in great detail by the Board's committee on academic affairs during its June 26 and August 29, 1972 meetings.

Elimination of Teacher Education from One or More of the Three Colleges.

The committee rejected the possibility of eliminating teacher education from one of the regional colleges (Eastern Oregon or Southern Oregon) or Oregon College of Education, noting that elimination of teacher education from any of the three colleges would have a traumatic impact on the institution and would foreclose the institution's offering to its students preparation for employment in a field which, in terms of number of person employed, remains one of the largest employment outlets in the state.

As can be seen in Table XV below, education enrollments still constitute an important segment of total enrollment at the three colleges, 62.2 percent of total enrollment at Oregon College of Education, 17.2 percent at Southern Oregon State College, and 23.8 percent at Eastern Oregon State College. (In 1971-72, the percentages were 65.7, 29.1, and 42.0 percent respectively.) Elimination of opportunity to prepare teachers would be tantamount to closing Oregon College of Education and Eastern Oregon State College and, because of the numbers of these students at the upper-division and graduate levels, would seriously affect SOSC's ability to maintain upper-division offerings at a reasonable cost.

TABLE XV

ENROLLMENTS IN EDUCATION COMPARED WITH TOTAL ENROLLMENTS
OCE, SOSC, AND EOSC
(Student Declared Majors, Headcount Enrollment, Fall Term, 1975-76)

	OCE		SOSC		EOSC	
Program	No.	%	No.	%	No.	%
1	2	3	4	5	6	7
Elementary Education	988	29.3%	344	7.6%	168	11.9%
Secondary Education	903	26.8	427	9.5	168	11.9
Ed. Specialist & Other	205	6.1	5	.1	--	--
Total Education	2,096	62.2%	776	17.2%	336	23.8%
All Other Majors	919	27.3	2,868	63.6	639	45.2
General Academic	356	10.5	866	19.2	439	31.0
Total Enrollment	3,371	100.0%	4,510	100.0%	1,414	100.0%

Elimination of Teacher Education from One or More of the Three Universities.

Loss of opportunity to prepare teachers would have serious implications for any of the three universities. It would forclose their students having access to preparation for entry into what is, and is likely to remain, the largest of the professions. It would shut the institution off from the extensive federal funding that has come through teacher education. And it would close out to teacher education access to the excellent liberal arts programs available at these institutions, which programs are the base of a high quality teacher education program, particularly in secondary education.

Although the loss of federal funds is not the most significant of the impacts which would result from loss of teacher education from one of the three universities, it is nonetheless an impact of considerable magnitutde.

In 1975-76, Portland State University received $746,326 in federal and other grants for various projects related to education; Oregon State University received $3,318,666; and the University of Oregon received $6,041,985, of which $3,561,380 was to be expended in 1975-76, $2,468,923 in 1976-77, and $11,682 in 1977-78. These federal and other grant funds, coming year after year, particularly to Oregon State and the University of Oregon, have done much to build the schools of education at these institutions into major state assets.

In view of Portland State University's location in the state's largest population center, with opportunity to serve a very large number of students within commuting distance of their homes, and surrounded by some of the largest school districts in the state, the Board in 1972 did not consider elimination of teacher education at Portland State a reasonable option.

The Board did review the impact of removal of teacher education from either of the other two universities.

Table XVI, p. 60 shows results of a survey of undergraduate education majors in the State System institutions as to their most likely place of enrollment had the teacher education program in which they were enrolled not been available. It will be noted (col. 11) that 83.1 percent of the elementary education majors and 71.2 percent of the secondary education majors at Oregon State University responded that they would have attended another institution, were the opportunity to major in education not available at OSU. Over half of the elementary majors (57.2 percent) and more than one-third of the secondary majors (38.2 percent) who would have gone elsewhere reported that they would have gone to Oregon College of Education. The elimination of more than 450 elementary education students from OSU, most of whom are women, would contribute to the already substantial imbalance between men and women on the Oregon State campus, not to speak of the problems OCE would face with 250 additional elementary education students. The elimination of secondary education from the OSU campus would not only pose the difficulties of displacement of students OSU is accustomed to handling, but would deprive the state of its only programs preparing agricultural, home economics, and trade and industrial teachers and its largest programs in business and distributive education. In all, OSU is the largest producer of secondary teachers in the state, preparing 409 (34.6 percent) of the 1,181 secondary teachers produced in the State System institutions in 1974-75. The Board concluded in 1972 that if a reduction in production of secondary teachers were necessary, it would be much better to reduce programs at OSU where there appeared to be some overproduction than to attempt to develop at some other institutions capability for preparing teachers in vocational education for which OSU is responsible.

The elimination of education from the University of Oregon would have less impact on the composition of the student body than at Oregon State University because there is less of an imbalance between men and women at the University

TABLE XVI

SUMMARY OF RESPONSES OF UNDERGRADUATE EDUCATION MAJORS IN STATE SYSTEM INSTITUTIONS AS TO MOST LIKELY PLACE OF ENROLLMENT WERE PROGRAM IN WHICH PRESENTLY ENROLLED NOT AVAILABLE

(Survey Conducted Winter Term 1975-76; Expressed in Percentages)

Category and Response	Percentages																				
	EOSC			SOSC			OCE			OSU			UO			PSU			Institutions Combined		
	El.	Sec.	Combined	El.	Sec.	Combined	El.	Sec.	Combined	El.	Sec.	Combined	El.	Sec.	Combined	El.	Sec.	Combined	El.	Sec.	Combined
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Permanent Address:																					
Within Commuting Distance	37.5	54.9	45.8	61.2	62.5	61.8	43.6	54.2	48.0	28.8	47.0	38.4	57.9	55.5	56.6	91.0	93.1	91.8	55.7	59.4	57.5
Portland Metropolitan Area	7.1	11.8	9.4	4.5	4.7	4.6	18.8	13.9	16.8	30.5	16.7	23.2	16.5	14.3	15.3	----	----	----	13.2	11.4	12.3
Elsewhere in Oregon	48.3	21.5	35.4	26.8	25.0	26.0	34.6	31.9	33.5	27.1	27.2	27.2	16.5	15.4	15.9	6.7	6.9	6.8	24.2	20.3	22.3
Out-of-State	[illegible]	11.8	9.4	7.5	7.8	7.6	3.0	0.0	1.7	13.6	9.1	11.2	9.1	14.8	12.2	2.3	0.0	1.4	6.9	8.9	7.9
Choice of Major:																					
Prior to Admission to Institution	44.6	45.1	44.9	52.2	39.1	45.8	61.5	47.2	55.5	47.5	36.4	41.6	45.4	30.2	37.0	59.6	32.8	49.0	51.9	36.5	44.4
As a Freshman	16.1	19.6	17.8	14.9	9.4	12.2	15.8	9.7	13.2	8.5	9.1	8.8	12.5	19.8	13.8	5.6	19.0	10.9	12.2	13.6	12.9
As a Sophomore	21.4	9.8	15.9	20.9	29.7	25.2	15.8	23.6	19.1	23.6	31.7	28.0	25.0	27.5	26.4	12.3	15.5	13.6	20.0	24.5	22.3
As a Junior	14.3	11.8	13.0	9.0	21.8	15.3	6.9	18.1	11.6	15.3	16.7	16.0	15.8	23.1	19.8	19.1	29.2	23.1	13.6	20.9	17.0
As a Senior	3.6	13.7	8.4	3.0	0.0	1.5	0	1.4	.6	5.1	6.1	5.6	1.3	4.4	3.0	3.4	3.5	3.4	2.3	4.5	3.4
Enrollment if Program in Which Presently Enrolled Not Available:																					
Would Not Have Enrolled at College or University	21.9	5.9	14.2	13.4	7.8	10.7	4.0	2.8	3.5	3.4	3.0	3.2	2.6	3.3	3.0	6.7	3.5	5.4	7.2	4.1	5.7
Would Have Selected Another Institution	65.4	56.9	61.3	70.2	59.4	64.9	85.1	80.5	83.2	83.1	71.2	76.8	77.0	53.3	64.0	80.9	79.3	80.3	77.7	63.9	71.0
Would Have Selected Another Major in Present Institution	12.7	37.2	24.5	16.4	32.8	24.9	10.9	16.7	13.3	13.5	25.8	20.0	20.4	43.4	33.0	12.4	17.2	14.3	15.1	32.0	23.3
Other Institution Chosen:																					
EOSC	----	----	----	5.3	6.3	5.7	3.9	7.1	5.0	2.4	0.0	1.3	2.7	4.1	3.2	0.0	2.6	1.0	2.5	3.6	2.9
SOSC	16.6	22.2	19.0	----	----	----	12.8	21.4	15.8	7.1	5.9	6.6	9.1	14.9	11.4	3.3	2.6	3.1	8.5	11.6	9.8
OCE	41.6	29.6	36.5	44.6	34.4	40.0	----	----	----	57.2	38.2	48.7	42.7	29.7	37.5	33.3	10.5	24.5	33.7	23.3	29.5
OSU	13.9	11.1	12.7	5.3	12.5	8.6	42.3	28.6	37.5	----	----	----	28.2	18.8	29.5	15.0	31.6	21.4	22.0	18.2	20.4
UO	5.6	29.6	15.9	29.0	31.2	30.0	18.0	21.4	19.2	26.2	26.5	26.3	----	----	----	21.7	29.0	24.5	14.0	18.9	16.0
PSU	5.6	0.0	3.2	7.9	9.3	8.6	19.1	14.4	17.5	0.0	5.9	2.6	8.2	17.6	12.0	----	----	----	8.0	9.6	8.6
Other Oregon Institutions	2.8	3.8	3.2	0.0	0.0	0.0	2.6	0.0	1.7	0.0	0.0	0.0	0.0	0.0	0.0	23.0	18.4	21.4	4.4	2.8	3.8
Institutions in Other States	13.9	3.7	9.5	7.9	6.3	7.1	1.3	7.1	3.3	7.1	23.5	14.5	9.1	14.9	11.9	3.7	5.3	4.1	6.9	12.0	9.0

of Oregon, but it would deprive a substantial number of students of opportunity to complete a teacher education program within commuting distance of their homes. As can be seen in Table XVI , over one-half of the undergraduate teacher education majors at the University of Oregon (57.9 percent of the elementary education students and 55.5 percent of the secondary students) live within commuting distance (25 miles) of the campus. Many of these students - 77.7 percent of the elementary majors and 53.3 percent of the secondary majors - reported that they would have attended another institution were a program in education not available at the University. The institution of choice, for 42.7 percent of the elementary education majors and 29.7 percent of the secondary majors, had they been obliged to go elsewhere, was Oregon College of Education.

Financial Impact of Eliminating Teacher Education from One or More Institutions

The financial impact of eliminating teacher education from one or more institutions depends on what the students who customarily enroll in a professional education program would do if the program were not available. Table XII, p. 44 shows the instructional salary costs per student credit hour for professional education courses and for all courses combined fall term 1975. Undergraduate courses include all courses numbered through the 300 level and 400-level courses that do not offer graduate credit. Graduate courses include 400-level courses which may be completed for graduate credit (identified with "g" or "G") and 500 courses. Most of the work completed in an undergraduate program in education does not carry a "g" or "G" but some of it does. However, whether one looks at column 3 in Table XII , the cost per student credit hour for undergraduate courses, or column 7, the cost per student credit hour for all courses, the cost of professional education instruction is, with one exception (UO undergraduate education), higher than the cost for all instruction.

The survey of students enrolled in professional education courses at Oregon State University and the University of Oregon, reported in Table XVI, shows that 20 percent of those so enrolled at OSU and 33 percent of those enrolled at UO would have enrolled at the institution and chosen another major area of study were the professional education program not available. If these students had chosen to enroll in another professional program, it might well be that their program choice would have been one costing more than teacher education. If they had distributed themselves over the program areas proportionate to the distribution of student majors in the institution, the resulting student credit hours produced would cost the institution less.

However, the bulk of the OSU and UO teacher education students responding to our inquiry (76.8 percent at OSU and 64.0 percent at UO) asserted that had OSU or UO, respectively, had no teacher education program, they would have enrolled in an institution which did. The majority of the responding students stated that they would have enrolled at Oregon College of Education, which, because of its commitment to competency-based, field-centered instruction in the preparation of teachers, tends to have higher costs for professional education course work than a number of the other State System institutions. The second choice, after OCE, for UO students, according to the survey, was OSU, an institution which, like OCE, offers a program incorporating supervised field experience for both elementary and secondary teachers beginning in the sophomore year and whose costs are more nearly like those of OCE and the regional colleges than like those of the other two universities.

Table XII, p. 44, shows that the costs of professional education instruction in the state for four of the six institutions offering teacher education programs were remarkably close, fall term 1975, ranging from a low of $26.19 per student credit hour produced at EOSC to a high of $27.00 at OCE, with SOSC and OSU falling in between at $26.32 and $26.93, respectively. The programs at OCE and OSU were fairly comparable in size, OCE producing 9,846 student credit hours fall term 1975, and OSU producing 11,601. SOSC and EOSC operated much smaller programs, SOSC producing 4,549 and EOSC 2,056 student credit hours, yet the small size of these programs was not reflected in higher costs.

There is no excess capacity in teacher education in the state system although a recent report suggests that Oregon has excess capacity in colleges specializing in teacher education. The report asserts that the statements were made on evidence of substantial declines in enrollments in three or more institutions "which have historically concentrated heavily on teacher-training."

As we have noted elsewhere in this present report, there has been a very substantial reduction in state system production of elementary teachers, and of secondary teachers as well. This was the result the Board hoped and planned to achieve in asking its institutions in 1972 to make systematic steps to assure that prospective teacher education students understood clearly the nature of the qualities required for success in teaching, and especially that they understood the realities of the teacher employment market outlook.

If by institutions "which have historically concentrated heavily on teacher-training" the foregoing report was alluding to OCE and the two regional colleges, it should be noted that two of the three are at or very near their enrollment ceilings. The third (EOSC) is below its enrollment ceiling somewhat.

The physical facilities for professional education which are on the Board's priority list for consideration by the 1977 legislature include facilities at the University of Oregon and at Portland State University. The facilities at both institutions are badly needed. The excess of teacher production over teacher employment does not affect the needs giving rise to these requests.

Summary and Recommendations

1. Action taken by the Board and its institutions, coupled with other factors at play, resulted in a substantial reduction in the production of elementary teachers in the state system over the period 1972-73 to 1974-75.

   The ratio of elementary teachers produced, to the beginning elementary teachers employed in Oregon, stood at 1.38 in 1974-75, down substantially from the 1.92 ratio of 1972-73.

   The Board's office is of the view that in elementary teacher education the ratio of production to numbers of beginning elementary teachers employed in Oregon is presently within the limits of permissible imbalance, given the fact that some portion of those graduated in elementary education will not take teaching positions for any one of several reasons, and given also the fact that some choice in selection of teachers is due the public schools.

2. This reduction in production of elementary teachers was achieved by Board and institutional action, without the application of production quotas by the Board. The Board did consider applying quotas in 1972, but concluded there were better ways to control production.

3. Over the same period (1972-73 to 1974-75) there was a significant reduction (29.0 percent) in production of secondary school teachers by state system institutions.

   The ratio of secondary school teachers produced, to the number of beginning secondary teachers employed in Oregon, stood at 2.24 in 1974-75, down from the 2.79 ratio of 1971-72.

   The 2.24 production ratio is an aggregate ratio. It does not speak to the circumstances in each subject matter field in which teachers are prepared in secondary teacher education programs.

   But, there is justification for asking whether that level of production is within the limits of "permissible imbalance."

4. In considering how one might encourage the reduction in production of secondary teachers in the state system, there are, of course a number of alternatives, among which are the following:

   a. Place no quotas on admission to programs of secondary education, but instruct the institutions, as the Board did in connection with production of elementary teachers, (1) to seek to improve their admissions and retention policies in secondary teacher education, and thus to improve the quality of students admitted, and graduated, (2) to ensure that students seeking admission are realistically counseled with respect to the qualifications necessary to success in teaching, and in particular, as to the problems of securing employment in secondary school teaching.

   b. Establish state system and institutional quotas on the production of secondary teachers.

   c. Couple the institutional production quotas with subsidiary quotas in each teaching field, based on projections of need.

   d. couple the institutional production quotas with a re-allocation of subject matter fields in which institutions are permitted to prepare teachers.

   e. Eliminate secondary teacher education entirely from one or more institutions.

Of the foregoing alternatives, the Board's office favors the first. That approach, applied in the case of elementary teacher production, has proven effective, and deserves application in any efforts to encourage reduction in production of secondary school teachers in the state system institutions.

Effective application of this approach will require that institutions make periodic analyses of the relationship of their production of secondary school teachers in the subject matter areas in which the institution offers preparation programs, to placement of graduates in teaching or other comparable employment for which teacher education is effective preparation.

Recent Emphases and Trends in Elementary and Secondary Teacher Education in the State System Colleges and Universities

This section of the report summarizes some of the major trends and changes being effected in state system programs preparing elementary and secondary teachers to make these programs responsive to the community and societal needs.

Four major emphases and trends are identified:

1. Increased emphasis on, and adoption of, the philosophy and procedures of competency-based teacher education (CBTE).
2. Greater stress on field-centered experiences and the achievement of relevance through a field-based mode of operation.
3. Greater involvement of local school districts, public school personnel, professional organizations, and state agencies in teacher preparation.
4. Increased emphasis on the follow-up and evaluation of graduates of teacher preparation programs.

In the discussion that follows, the nature and implications for teacher education programs of each of the trends identified above are described, followed by a summary of the extent to which these trends have influenced and changed the teacher education programs and activities in the state system institutions.

To conclude this section of the report, we discuss the implications of the new emphases and trends for the costs of instruction in teacher education.

Competency-Based Teacher Education

Definition

The dominant new movement in teacher education during the last decade has unquestionably been competency-based teacher education (CBTE)[1]. About half of the teacher education institutions across the nation have begun either to plan, develop, or operate CBTE-type programs. Approximately half the states within the nation have adopted, or are moving to adopt, certification and accreditation standards that call for such programs.[1]

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[1] The movement is also referred to as performance-based teacher education (PBTE). Although some authorities distinguish between CBTE and PBTE, the terms are used interchangeably. In Oregon, the preferred designation has been competency-based teacher education (CBTE).

In spite of the growth of CBTE there is no unanimity as to its meaning. The following is one of the more widely accepted definitions:

> . . . in performance-based programs performance goals are specified, and agreed to, in rigorous detail in advance of instruction. The student must either be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it. He is held accountable, not for passing grades, but for obtaining a given level of competency in performing the essential task of teaching; the training institution is itself held accountable for producing able teachers. Emphasis is on demonstrated product or output.[2]

The above definition sets forth the essential features of CBTE upon which there is general agreement, namely that (1) the objectives of instruction must be clearly stated and made public, (2) performance standards in relation to those objectives must be made explicit, and (3) learning success must be measured in terms of ability to meet performance standards that have been specified.

Beyond the general agreement on these broad concepts, CBTE means different things to different people. There are those who view CBTE primarily as individualized instruction, involving the preparation of individualized instructional modules, to which the student has independent access and in which the time spent by the student in mastering the materials and skills is under the student's control. Learning activities are developed in consultation with each candidate in response to his particular experience, abilities, and needs. Others give primary emphasis to describing learning in terms of desirable behavioral outcomes. This group focuses on evaluation and holds that it is the extent to which learning can be described and assessed behaviorally that determines the extent to which the teacher is competent. Still another group interprets CBTE as being synonymous with field-centered education. In their view, the chief stress in teacher preparatory programs should be placed on teaching activities undertaken by the student in relevant field situations.

It should be pointed out that all these emphases and practices have their place in what is now generally referred to as competency-based teacher education. There are vast differences, however, in the relative emphasis given to them by different individuals and particular institutions, and CBTE programs exemplify these characteristics in varying degrees.

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[1] H. Del Schalock, Closing the Knowledge Gap, The National Consortium of Competency Based Education Centers, March, 1975, p. 1.

[2] Stanley Elam, "Performance Based Teacher Education: What is the State of Art?" AACTE Monograph Series on Performance Based Teacher Education, Monograph No. 1., 1971, pp. 1-2.

In considering various approaches to competency-based teacher education, it is useful to think of three levels of competency definition: (1) the knowledge level where competency is assessed in terms of the knowledge and conceptual understanding that the teacher can bring to bear in the learning situation; (2) the skills and "behaviors" level where performance is measured with respect to the skills and behaviors demonstrated in the classroom; and (3) the product outcome level, where performance is evaluated in terms of its actual effect on students and the student outcomes produced in ongoing school settings.[1]

Development of CBTE in Oregon

ComField Model for Elementary Teacher Education. Strong impetus was given to competency-based teacher education in Oregon with the development of the ComField (competency-based, field-centered) elementary education model program during 1968 to 1972 by a consortium of Oregon and Washington teacher education institutions, the Northwest Regional Educational Laboratory, and the Teaching Research Division under contract with the U. S. Office of Education. The program was one of nine elementary models developed nationally.

In 1970, after a general program model had been developed, Oregon College of Education was selected by the state system institutions to test the feasibility and to demonstrate the basic features of the model. The pilot project was funded by the U. S. Office of Education with the other state system institutions serving in an advisory capacity to the project.

The Oregon College of Education Elementary Teacher Education Program. In 1972, on the basis of the experiences in the pilot project, OCE decided to launch an "experimental" elementary program to further test the soundness of the principles of the ComField model and to serve as a context for research and development. The institution used primarily its own resources in implementing the program, although some grant monies (about $25,000) were secured in support of the project through the Teaching Research Division. The experimental program met with sufficient success so that the following year the college decided to adopt it as the regular elementary teacher preparation program at OCE.

It was for the elementary program implemented by OCE in 1973-74 that the college received the award of the American Association of Colleges for Teacher Education (AACTE) for having the outstanding teacher preparation program that year in the nation.

During the past two years (1974-1976), OCE has continued to refine and extend its elementary program. The program now reflects in nearly all respects the specifications outlined in the ComField model. The following are some of the major activities that have been undertaken:

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[1] H. Del Schalock, "The Focus of Performance-Based Certification: Knowledge, Teaching Behavior, or the Products That Derive from a Teacher's Behavior." Procedures of the Conference on Performance-Based Certification, Florida State Department of Education, May, 1970.

- Further elaboration and clarification of the competencies to be demonstrated in the field setting by prospective teachers.

- Development of comprehensive guides to the student assessment system to be used by college and public school supervisors in the pre-student teaching and student teaching experiences.

- Establishment of a computerized data collection and management system that permits both competency demonstration and program effectiveness data to be collected, analyzed, and made available to the teacher education students, supervisors, and appropriate groups for purposes of student evaluation, program decision-making, and research.

- Implementation of rather elaborate though cost-effective procedures for evaluating the program on a term-by-term basis for purposes of program improvement.

- Initiation of cost-analysis procedures making it possible to identify and compare costs associated with the campus-based and field-based aspects of the program and to determine the benefits that accrue to all participants in the program.

- Implementation of a long-range program of research on teacher and program effectiveness based on a comprehensive follow-up study of the graduates of the elementary education program.

CBTE in the State System Institutions. All of the Oregon state system institutions and colleges of education actively participated in the development of the ComField model. Since the project funds were insufficient to implement the model on more than one campus, the state system institutions selected OCE to be the site for testing and demonstrating the feasibility of the model. The other institutions in the state system acted in an advisory capacity to the project.

Although OCE was selected to be the institution at which the initial efforts would be made to implement CBTE, the other institutions have continued their efforts to bring about the refinement and implementation of the CBTE concepts and procedures on their own campuses. Generally, they are applying the basic features of the ComField model, but adapting the model to their own particular situations.

A brief summary of the status of competency-based teacher education at each state system college or university is given below:

- Eastern Oregon State College has been in the process of implementing various features of CBTE in its teacher education programs. Campus- and field-based learning experiences have been organized into major block and "Process of Teaching" sequences for both elementary and secondary teacher preparation. The education faculty is implementing a competency-assessment system that has been derived from the assessment system used in the elementary program at OCE. Some major revisions in the teacher education program will take effect fall term 1976-77, with a more complete establishment of performance standards and evaluation of performance according to those standards. Measurement data will be systematically and regularly gathered throughout the total program and fed back to student and instructors for purposes of evaluation and the improvement of instruction.

- Southern Oregon State College is gradually shifting to a greater competency-based orientation in its professional courses for prospective elementary and secondary teachers. There is strong emphasis on performance-tested field-centered situations. An experimental block program in elementary education has been developed which is heavily competency-based and field-oriented. Students entering the elementary education program in 1976-77 will have the option of electing to complete professional requirements in the new experimental program.

- Oregon College of Education. The competency-based elementary program at OCE was discussed previously. The secondary teacher education division at OCE is now in the process of implementing a CBTE program for secondary teachers which is based on the elementary model.

- University of Oregon. Beginning in 1973, the College of Education initiated procedures to secure for every course offered in the college, and particularly in the certificate programs, specific statements of: (1) course goals and objectives, (2) course content activities and materials, (3) expected outcomes in terms of student performance, and (4) the assessment mechanisms to be used to evaluate the attainment of the objectives. A standardized format was utilized for this purpose. Considerable developmental work and experimentation is currently being carried out to develop a system of CBTE that can be effectively managed so that various kinds of evaluative data can be used in improving the quality of the programs.

- Oregon State University has developed indicators of competency and monitoring procedures in seven program goal areas: (1) personal development, (2) understanding and using principles of growth and development patterns, (3) understanding and using classroom management techniques, (4) understanding and using media, (5) planning for teaching, (6) understanding and using curriculum plans, and (7) understanding and using teaching strategies. Heavy stress is placed on field and practicum experiences, and competencies are assessed in an ongoing field setting.

- Portland State University is working presently on the identification of competencies to be demonstrated by student teachers and the designation of acceptable indicators to assess student teaching performance. The proposed competencies and indicators of performance are being field tested. The PSU School of Education has a Teacher Corps project which involves the development of a competency-based program, based on the ComField model, in an inner city elementary school. The experimental program places students in elementary classrooms as interns for 20 hours a week and in community activities for 10 hours a week over a two-year period. Professional education training activities are delivered to the training site using competency-based instructional modules. It is expected that elements of the model will be used in the development of an alternative program available to elementary teacher education students generally.

New Oregon Program Standards for the Preparation of Educational Personnel. Concurrently with the development of competency-based teacher preparatory programs in the state, the State Department of Education and the Teacher Standards and Practices Commission, working with representatives from higher education, have established new standards for programs preparing educational personnel. These new standards (referred to as "Process Standards") were adopted by the Oregon State Board of Education in 1973. The new standards reflect closely the characteristics of the ComField model.

The new Oregon program standards for the preparation of educational personnel emphasize demonstrated competence in bringing about desired learning outcomes in children. Earlier we identified three levels of teacher competency, namely the knowledge level, the skills and behaviors level, and the product outcome level. The following taken directly from the standards[1], illustrates the fact that the standards stress the need to go beyond the knowledge and skills level needed by the teacher in performing in the classroom, to the product outcome level where competency is judged in terms of the effect of teaching performance on students.

> The ultimate measure of a teacher's performance should be the improved intellectual and emotional growth of pupils. The consensus among researchers in teacher education, however, is that it is still very difficult to make accurate assessments of such growth and that there are so many variables in most teaching situations that it is difficult to isolate that part of a student's learning for which a teacher is exclusively responsible. Thus, even in competency-based programs, many judgments about teachers will still have to be made in the areas of: (a) knowledge held by teachers that is assumed to be required for student growth; and (b) skills which teachers can demonstrate that appear to promote student learning. The Standards, however, emphasize the need to go beyond these two levels wherever possible and to develop and assess (c) competency in bringing about desired learning outcomes in children. (The above do not, of course, represent exclusive categories. Knowledge is required as teachers acquire skills, and both knowledge and skill are utilized as teachers demonstrate their competency.)
>
> As a consequence, the Standards require that teacher education students will develop at least some measurable competencies (as defined in "c" above) within each preparation program, and that gradually a larger proportion of each approved program will demonstrate results at the competency level.

New Minimum Standards for Oregon Public Schools. With the adoption in September 1972 of a new set of high school graduation requirements, Oregon became the first state in the nation to move to a "competency-based" model of operation in its public schools. Beginning with students who enter high school as freshmen in 1974, graduation from high school will require the demonstration of competency in a number of broad areas of human performance and understanding at a level deemed adequate for survival as a citizen.

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[1] Oregon Teacher Standards and Practices Commission, Process Standards for Educational Personnel Development Programs, January 1974, p. 3.

The Oregon State Board of Education took another major step toward the transformation of public school in the state with the adoption of September 1974, of a set of Minimum Standards for Schools, which incorporate the competency-based high school graduation requirements referred to above, but go far beyond those requirements with respect to performance-based education.

The requirements include the following:

- community-based planning for education at all levels of schooling.
- careful designation of learning outcomes desired from schooling, and the articulation of these outcomes across grade levels.
- the designation of indicators that are acceptable as evidence of outcome achievement.
- the individualization and personalization of teaching for the pupils involved.
- systematic review of the educational programs of the schools by the educational personnel involved and continued adaptation and revision of the programs on the basis of learning outcomes in children who have participated in those programs.

Field-Centered Experiences

Need for Field-Centered Experiences

Teacher education programs have traditionally been concerned with relating theory and practice and giving teacher candidates opportunities to practice and work in real classroom situations. The importance of student teaching as an integral link and culminating experience in the preparatory program has long been recognized.

However, increased emphasis on competency-based teacher education has led to a greater awareness of the importance of demonstrating teaching competency in the real school and community context. More is involved than relating theory to practice. It means setting up a pre-service instructional program that is both campus- and field-based, leading to the mastery of knowledges and skills needed by a teacher to perform competently in an ongoing school context.

A Continuum of Field Experiences

Obviously, the field component of a teacher preparation program, to be maximally effective, must consist of more than student teaching. Teacher educators are talking increasingly about a continuum of field experiences, carefully integrated with the course work and program activities, that begin when the teacher education student enters the program, and continue throughout the program.

A national commission, in a recent report on teacher education, emphasizes this point:[1]

> The Commission believes that the design of teacher education should include a continuous interlocking relationship between theory and practice. Involvement with teaching should begin as students enter a teacher preparation program. Useful direct experience, with simultaneous study of useful knowledge, divided into achievable goals for beginners and gradually increasing the difficulty of the role, is the ideal form of preparation. Students should have many choices, at whatever age they choose, to engage in the real affairs of schools and communities.

Importance of Coordination and Supervision of Field Experiences

There is no magic in field experiences. Such experiences are significant only if they have been carefully planned, interpreted, and linked with appropriate conceptual frameworks. In addition, they require effective direction and supervision and close collaboration with local school districts and local school personnel.

Field-Centered Experiences in Teacher Education Programs in the State System

In Oregon, the development of the ComField model by the institutions and the adoption of the new process standards for the preparation of educational personnel have been strong forces in bringing about a stronger emphasis on field experiences and placing the beginning of those experiences at an earlier point in the teacher training program, i.e., at the freshman or sophomore level.

Although the nature of the field experiences and the relative emphasis given to the various field activities vary among the state system institutions, the basic elements common to all the programs can be readily identified.

- Pre-student teaching practicum. Opportunities are provided for teacher education students to participate in what is usually termed a "pre-student teaching practicum." The practicum is scheduled during the freshman or, more often, the sophomore year. Students spend a minimum number of hours a week (e.g., five) for a given period of time with a classroom teacher at a grade level or in a subject area of the student's choice. The student spends time in observation and in performing such duties as helping the teacher to plan or prepare for instruction, performing some of the simpler teaching tasks, preparing and scoring tests, and working with individual students or small groups. Provision is made to help the student to relate the practicum experiences to the courses and activities in which the student is involved on campus. OSU extends the pre-student teaching practicum to the junior year and has both a sophomore and a junior block of practicum experiences. Often the practicum also provides opportunities for students to work with children and youth in non-school settings.

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[1] Robert B. Howsam et al. Educating a Profession. Bicentennial Commission on Education for the Profession of Teaching of the American Association of Colleges for Teacher Education, 1976, p. 94.

- Field and laboratory experiences associated with psychology, human growth and learning, and methods classes. Generally, theoretical work in the human growth and learning sequences and the methods courses has been linked with at least some laboratory and clinical opportunities both in school and non-school settings. However, institutions have found it difficult to conquer the logistics and scheduling problems involved in making the arrangements for such experiences. The trend in the state system institutions is to provide for the major portion of the laboratory and clinical experiences as a part of the pre-student teaching practicum referred to above. Scheduling students in the public schools for blocks of time helps to alleviate many of the difficulties encountered in providing opportunities for laboratory and clinical experiences needed to go along with the courses offered on campus.

- September experience. A type of field experience designated as "September experience" is designed to give prospective teachers an opportunity to observe and to assist for one or two weeks in the organization and management of a classroom at the beginning of a school year. The student is usually permitted to select the school, providing the necessary arrangements can be made with the school administration.

  The September experience is a prerequisite to student teaching at SOSC; EOSC, OCE, and UO encourage their elementary and secondary education students to participate in the opening of school activities, but do not require it; OSU has those students who do their student teaching during the fall quarter, begin student teaching in the public schools with the opening day of school; PSU does not presently make provision for this type of experience in its education programs.

- Student and intern teaching. All the state system institutions require full-time student teaching in the elementary and secondary teacher education programs for an entire college quarter. In addition to participation in classroom activities, students are encouraged to take part in curriculum development, other departmental and professional activities, and to take an active role in school activities generally. Some of the institutions (EOSC, OCE, OSU in industrial education) make arrangements with public school districts to provide opportunity for a limited number of students to serve as teaching interns in a cooperating school for a year as an alternative to student teaching.

The following is a brief summary of the field experiences that are provided in the teacher education programs at each of the state system institutions:

- Eastern Oregon State College

  - Freshmen and sophomores have the opportunity to participate in a pre-student teaching practicum, Ed 209, Practicum, carried on in the public schools and in the laboratory school (Ackerman). The practicum is elective. Approximately 50 percent of the freshmen and sophomores enrolled in teacher education take the practicum.

  - The September experience is an optional activity for the students in elementary education. About 20 percent of the students in elementary education participate in a September experience.

- All teacher education students are required to enroll in Ed 329, Introduction to Teaching (6 credit hours) in which one-third of the class time is spent in the public schools.

- All the methods and educational psychology courses at EOSC place some emphasis on field experiences. For the students in secondary teaching, the methods and educational psychology courses are taught in a full quarter, 15 credit-hour block. Each student in the block spends at least one week full-time in a public school, observing and participating in classroom activities. In elementary education, the methods courses are not scheduled in a block. However, in each methods course field experiences in both the public schools and the laboratory school are scheduled as an essential part of the course activities.

- A quarter of full-time student teaching in the public schools is required.

  As an alternative to student teaching, students can apply for a year of teaching internship in a public school during their fourth or fifth year. In 1975-76 there were 11 interns out of a total of 110 students completing teacher education programs.

- Southern Oregon State College

  - All education students, as a prerequisite to student teaching, are required to complete an assignment as teaching assistants in the public schools. This experience involves spending a minimum of five hours in specified weeks during one quarter with a classroom teacher at a grade level or in a subject area of the student's choice. The teaching assistant practicum (1 credit hour) is taken concurrently with Ed 315, Human Development and Learning (6 credit hours).

  - All education students, as a prerequisite to student teaching, are also required to participate in a September experience. It consists of a five-day experience (two days of in-service and three days of classes) in a public school during school opening activities in September. One hour of college credit is granted for completing this experience.

  - Both elementary and secondary education students enroll in a pre-student teaching practicum, Ed 409, Practicum (3-9 credit hours). The practicum has a heavy component of micro-teaching (simulated practice) and provides opportunities to observe and participate in classroom activities. For elementary education students, the practicum focuses primarily on experiences in the teaching of reading; for secondary students the practicum is planned to accompany instruction in Ed 314, Principles of Secondary Education (3 credit hours).

  - Full-time student teaching in the public schools for a quarter is required of all students wishing to qualify for teaching. A teaching internship program, available at one time as an alternative to student teaching, was discontinued in 1973-74.

- Oregon College of Education

  - During the freshman and sophomore years, students are provided extensive opportunities to work with children and youth in a variety of settings, both school and non-school. These practicum experiences are combined with the formal study of human growth and development, human learning, and education and psychological measurements.

  - Although OCE does not require the September experience, about 40 percent of the elementary and secondary education students are involved in such an experience. Students enroll for the September experience either prior to student teaching or as a part of student teaching by beginning the student teaching assignment with the opening of the public schools in late August rather than the opening of the college term in late September.

  - The study of teaching and learning theory is provided primarily through learning experiences included as a part of the elementary and secondary block (Ed 361, 362, and 363). In both the elementary and secondary blocks, students are provided opportunities to practice under supervision in classroom settings. Elementary majors spend one-half days, two days per week for two terms in the schools as a part of the block. Secondary majors spend one-half day, five days per week for one term in the classroom.

  - Full-time student teaching in the public schools for a quarter is required for all students wishing to qualify for teaching.

    Students are given limited opportunities for employment as interns in the elementary and secondary schools as an alternative to student teaching. Interns are employed by the public school districts for a full school year. The employing district agrees to release the intern from instructional duties at certain times to permit the student to attend seminars conducted by the college faculty (maximum of six one-half days per quarter). In 1975-76, there were 15 interns in elementary and 10 interns in secondary education out of a total of 429 students completing elementary and secondary education programs.

- University of Oregon

  - Field experiences are required in conjunction with the human learning and development sequence of courses (EPsy 321,322, and 323). Students are not allowed to enroll in the final course in the sequence (EPsy 323) unless they can demonstrate that they have or are engaged in some appropriate field experiences. Guidelines have been set up to judge the appropriateness of such experiences.

- Both elementary and secondary education students are required to complete a pre-student teaching practicum, CI 409, Practicum (3 credit hours). The majority of the students (about 60 percent) take the practicum through the ESCAPE (Every Student Caring About Personal Education) program. Student-initiated and student-run, ESCAPE is an accredited practicum which places student volunteers as teaching aides, tutors, and counselors in public and private local schools, day-care centers, nursing homes, and other educational agencies throughout the Eugene area. Students in the program are supervised by persons especially trained to serve as supervisors for the ESCAPE program.

  Students who are not assigned to their field experiences through ESCAPE are assigned by the Office of Field Experience or by individual departments, e.g., music, art.

- Participation in a September experience is encouraged, but optional. About 50 percent of the elementary and 40 percent of the secondary education students get involved in a September experience.

- The students in elementary education are required to spend a quarter as full-time instructional assistants in an elementary school, CI 409, Practicum: Instructional Assistant (12 credit hours). Students return to the campus two afternoons a week for formal instruction in a two credit hour associated seminar and a three credit hour class in the teaching of reading.

- All education students are required to engage in a full quarter of full-time student teaching with an associated seminar. Student teaching is a 15 credit hour block; the seminar is 1-2 credit hours in addition.

  The University of Oregon does not have an intern program for undergraduate students in teacher education. However, it conducts a graduate, field-centered, resident teaching program (referred to as the UO Inservice Year Program) for graduate students in the process of qualifying for Oregon certification. The University has agreements for the placement of residential teachers with participating school districts in various parts of the state.

- Oregon State University

  - OSU places heavy emphasis on field experiences and on the integration of field-based activities with campus-based activities. A "Theory and Practice" model has been set up which involves the following:

    (1) Theory and Practicum II (6 credit hours) at the sophomore level, in which students spend one term, half days in supervised field experience in a public school classroom and meet in a bi-weekly seminar. The responsibilities assumed by students include serving as observers, aides, tutors, and small group leaders.

(2) Theory and Practicum III (6 credit hours) at the junior level, in which elementary students are in an elementary classroom full-time four days per week and secondary students spend two to three hours per day five days per week for a full term in a high school class in their specialty. All practicum students attend weekly seminars. Student responsibilities are similar to those listed for Theory and Practicum II, but at a higher level of complexity and sophistication.

(3) Theory and Practicum IV (12-15 credit hours) is the student teaching practicum. Students spend one term in supervised field experience involving the full range of teaching duties required of a regular teacher.

- Additional clinical and field experiences are available through specific course related practicums offered by units within the School of Education. Reading, home economics, and health and physical education incorporate clinical experiences above and beyond those required in the Theory and Practicum program. Other options are available for students wishing to engage in clinical experiences through reading and conference, independent study, projects, and research.

- The September experience is available for those students who do their student teaching during the fall quarter. For an additional three hours of credit students can elect to start student teaching with the opening of the fall term in the public schools rather than starting upon return to the campus.

- Teaching internships are available for the students in industrial education. The internship consists of a minimum of six months clinical experience in a public high school on at least a half-time basis. In 1975-76, there were 23 interns in industrial education.

. Portland State University

- Ed 312, Psychological Foundations of Education (3 credit hours). The students enrolled in the course are involved in approximately 10 hours of observation in a variety of public school situations. Observations and reports are related to psychological development and learning theory.

- Teaching methods and materials courses in elementary education. Elementary education students are required to participate in field experiences as a part of the course work in each of the methods courses in elementary education. Students spend one half-day per week in local elementary schools in such activities as observing, tutoring, lesson planning, diagnosing, evaluating, working with small groups, and some actual teaching.

  A program of field experiences to accompany the secondary methods courses is in the planning stages and will be implemented in the fall of 1977.

- **Full-time student teaching in the public schools for a term is required as "a continuous and extended experience in the role of teaching by assuming responsibility for most, if not all, instructional tasks before terminating student teaching."**

Participation of Various Teacher - Related Groups, Agencies, and Organizations in Teacher Education

Teacher Education - A Cooperative Enterprise

Teacher education is not the exclusive domain of teacher preparatory institutions. It is, rather, an enterprise involving the combined efforts of a number of institutions, agencies, organizations, and individuals. State boards of education, state departments of education, and state teacher standards and practices commissions, have the responsibility for setting requirements and standards for the preparation and certification of educational personnel, and for accrediting preparatory programs for such personnel. Practising professionals in the field and those in the process of becoming professionals need to have a part in the teacher education processes to help make teacher education programs more realistic, more effective, and more relevant. The cooperation and participation of local school districts is essential to provide those preparing to teach with the opportunities to learn and practice their teaching skills in a real school and community setting.

The importance of collaborative efforts with educational personnel in the field in the teacher education programs has long been recognized by the colleges and universities. The movement toward placing student teachers for full terms of student teaching experience in the public schools made it essential to enlist the cooperation of the school districts and school district personnel in providing adequate opportunities in the schools for students to do their student teaching. More recently, particularly in the last decade, there have been concerted efforts by the teacher preparatory institutions (1) to extend the scope and improve the quality of the involvement in teacher preparation by teachers, supervisors, and administrators in the local schools, (2) to broaden the base of participation in teacher education programs to include more fully institutions, agencies, and organizations directly involved in or affected by the education and/or employment of teachers, and (3) to set up new structures and patterns of organizations to assist in bringing about more effective participation in teacher education by various cooperating agencies and organizations.

Collaborative Efforts in Teacher Education in Oregon

Significant progress has been made in Oregon in providing for greater and more meaningful involvement of various teacher-related groups, agencies, and organizations in teacher education programs. Some of the main developments are summarized below:

1. College and university contacts and communication with the public schools and public school personnel have been greatly expanded and improved. Greater emphasis on field experiences that occur

continuously throughout the training period of the teacher candidates has brought about increased association and interaction between college and university and public school personnel. The following comment by an education professor in one of the Oregon colleges is illustrative of the situation:

> "All members of our staff in education are in constant communication with public school teachers and administrators. All of our staff members spend at least one day a week in public schools in one capacity or another. Our students are also in contact with public school people throughout their training program in practicum, field experiences, and student teaching."

It is important to note that the role of public school personnel is moving beyond the traditional involvement in the supervision of student teachers to actual participation in the development, operation, and evaluation of teacher education programs. The underlying assumption is that teacher education will become more realistic, more effective, and more relevant if it is directly responsive to those persons who work continuously with pupils.

All the state system institutions make use of both general and special area advisory committees that include representatives from the public schools. Public school personnel also serve on standing and ad hoc committees working on various aspects of teacher education programs.

The following are some of the areas and activities in teacher education in which institutions report extensive and significant involvement by public school personnel: (1) revision of present, or development of new teacher education programs; (2) identification and definition of teacher competency areas; (3) development of teacher performance assessment models; and (5) development and implementation of student evaluation procedures.

2. Public school personnel and the organized teaching profession have been granted a more significant role in setting standards for the certification of teachers and the accreditation of teacher education programs through the vesting of authority for teacher certification and teacher education accreditation by the legislature in the Teacher Standards and Practices Commission.

The Teacher Standards and Practices Commission (TSPC) was established by the Oregon Legislature in 1965 to advise the Oregon State Board of Education on teacher education and certification. The Commission functioned in an advisory capacity until 1973, when the Legislature transferred the authority to establish rules for teacher certification and to issue teaching certificates from the State Board to the Commission. Under the new law, the Commission also has the responsibility for accrediting all teacher education programs in the state.

The Commission is composed of 17 members - 12 members from the public schools (members must have been actively engaged in teaching, supervising, or administering in the public schools for a period of five years immediately preceding appointment), one member from a state college or university, one member from a private college or university, one member from a school board, and two members from the general public.

Oregon was one of the first states to establish a teacher standards and practices commission, and the first state to give legal authority for teacher certification and teacher education accreditation to such a body. Other states are moving in the same general direction, although most states continue to vest final authority for teacher certification and teacher program accreditation in the state board of education. Some states, e.g., Minnesota, Pennsylvania, require teacher preparatory programs to be reviewed by a teacher standards and practices commission before action on the programs is taken by the state board.

National teacher organizations such as the National Education Association and the American Federation of Teachers are calling for the establishment of professional standards and practices commissions in states where they do not presently exist or, in some instances, where they do exist, for their redisign to ensure a stronger role for school personnel and the organized profession in the determination and control of teacher certification and teacher education accreditation procedures.

3. The University of Oregon, Oregon State University, and Oregon College of Education have organized teacher education consortia structured so as to bring together the institution and representatives of the public schools, professional associations, and the students in the planning, operation, and implementation of the teacher education programs.

The movement toward centering teacher education in consortia formed by teacher education institutions and teacher-related groups and organizations is emerging as a national trend. Some states, e.g., Washington, Texas, Florida, have made it mandatory to establish such consortia through which teacher education programs are to be operated.

The consortium-centered approach to educational personnel development goes beyond the use of representative advisory committees. In a consortium setup, emphasis is placed on giving the constituent members the responsibility and opportunity jointly to set policy and to develop and operate the teacher education programs.

The new Oregon process standards for the preparation of educational personnel (referred to previously, p. 70), stress the consortium-centered approach. The following statement from the standards indicates the manner in which the consortia are to be organized:

> The educational personnel development program is jointly planned, implemented, and evaluated by a consortium of institutions, agencies, and organizations which are directly involved in or affected by the education and/or employment of teachers. Parties involved in the consortium-operated program participate in cooperatively-agreed-to

policy and management decisions at a mutually acceptable level of representation. The governing body has representation from the institutions, agencies, and organizations which are members of the consortium. It is expected that the consortium and governing body will include at least the following groups:

- professional organizations representing teachers, counselors, and other educational practitioners who deal directly with students;
- school district management as appointed by school boards;
- personnel representing institutions of higher education which prepare teachers; and
- students enrolled in educational personnel development programs.

The consortium may include others, however, such as high school students, community representatives, or other professional groups when they will strengthen the program.

The College of Education at the University of Oregon formally organized a teacher education consortium in the winter quarter 1975. The consortium involves the UO College of Education and three school districts in the vicinity of the university. It operates through a consortium council made up of 14 members - an administrator from each district, a teacher from each district representing the professional association, three university students in teacher education, the Dean of the College of Education, the Director of Teacher Education, the Director of Secondary Education, the Coordinator of Elementary Field Placement, and the Area Coordinator for Special Education. The Council meets regularly and currently has three task forces engaged in developing proposed preparation programs for the new TSPC endorsements (norms) in reading and special education. The Council also serves as a joint planning-advisory body for ongoing University teacher education programs.

A teacher education consortium was implemented at Oregon State University in the fall of 1974 with membership for public school districts in Corvallis, Albany, Philomath, and Linn-Benton I.E.D. The consortium operates through a council consisting of four members for each participating district and six members of the OSU school of education. The function of the council is to make general policy recommendations to all teacher education programs.

Oregon College of Education has recently (summer 1976) established the Mid-Willamette Valley Consortium for Educational Development with four school districts. A charter has been drawn up setting forth the operational procedures for the consortium and establishing a representative governing board consisting of nine members.

4. Student influence on teacher education programs has been growing.

In addition to a great deal of unstructured student input, increased opportunities are provided for structured input through student service on advisory committees and systematic feedback procedures. In some of the institutions (UO, OSU, and OCE) students are represented in policy- and decision-making committees.

Increasingly, the institutions are using students who have graduated and are on the job as sources of information concerning the perceived strengths and weaknesses of the programs from which they graduated.

Follow-Up and Evaluation of Teacher Education Graduates

In reviewing recent trends and changes taking place in teacher education programs in the State System the question might well be asked: "What is the real impact [illegible] these changes on the quality of the programs?"

The ultimate criterion for judging the quality of a teacher education program is whether it produces competent graduates who enter the profession and perform effectively. Teacher education programs necessarily emphasize input - those curricula, courses, and experiences which go into the preparation of educational personnel. However, efforts must also be focused on output - on the quality of the performance of practitioners who have completed the program. An institution committed to the preparation of teachers must engage in systematic efforts to evaluate the quality of its graduates.

It must be recognized that the problems involved in the evaluation of graduates are difficult and complex and that the means now available for making such evaluations are inadequate. However, the State System institutions have made significant progress in this area.

Purposes of Follow-Up and Evaluation of Teacher Education Graduates

Obviously, follow-up of graduates need not necessarily include evaluative activities. Institutions typically collect information about the job placement of their teacher education graduates, i.e., whether employed in teaching or engaged in other occupations, where employed, the nature of their teaching assignment, etc.

The fundamental purpose of evaluative follow-up of graduates in teacher education is to collect evidence concerning the ability of the graduates to bring about the desired learning outcomes in the children they teach. Related to this basic objective are a number of concomitant objectives, such as the following:

- To gather data about the perceptions of teacher education graduates concerning the programs from which they have graduated and to use such data to identify areas in the programs that need strengthening and to suggest new directions for program development.

- To provide information about the school and community setting in which the graduates are teaching.

- To supply data for research purposes, e.g., comparison of student teaching performance with on-the-job performance, effect of particular elements or procedures in the teacher education program on teaching performance, value of various student assessment instruments in predicting teaching success.

- To study the cost-benefit relationships for particular programs in teacher education.

Informal Follow-Up of Teacher Education Graduates in the State System Institutions

State System institutions gather a considerable amount of information about their teacher education graduates informally through the contacts of college supervisors and liaison staff with the schools and school personnel. The interaction of college and public school personnel constitutes an informal network of communication that provides the institution with information about the performance of its teacher education graduates on the job and the strengths and weaknesses of its teacher education programs as perceived by school personnel out in the field.

Although the State System colleges and universities are getting a great deal of informal feedback from the schools concerning various aspects of the teacher education programs and the performance of their graduates, there is increasing awareness that the structures and procedures for collecting information and feedback from the teacher education graduates and cooperating school personnel must be formalized and systematized to make such feedback more adequate and effective. Usually such formalized procedures involve the use of survey-type instruments designed to collect needed information. However, other methods and procedures are being explored by the divisions and schools of education in the State System.

Present Status of the Follow-Up of Teacher Education Graduates in the State System Institutions

Oregon College of Education. A systematic and comprehensive methodology for the follow-up of teacher education graduates (referred to here as the OCE-TR Model) has been developed by Oregon College of Education in cooperation with the Teaching Research Division, and initiated in 1974. The methodology involves formal observation and evaluation of OCE graduates during their first year of teaching in the schools where they teach. The evaluation is conducted by college personnel with the cooperation of the principals, supervisors, and teachers working with the first-year teacher education graduate.

The following are the basic elements of the OCE-TR Model:

- Formal observation of the OCE graduate in the classroom by the college visitor using competency assessment instruments developed by OCE as a guide to the observation and as a basis for arriving at judgments about competence.

- Interviews with the principal to get his/her perception of the graduate's competence and attitude toward teaching, and of the OCE teacher preparation program.

- Interview with the OCE graduate to discuss what was observed by the college visitor and to consider questions about teaching effectiveness, style, etc.

- Interviews with colleagues to gain colleague impressions of the OCE graduate's competence, style, attitudes, reaction with pupils and staff, etc.

- Completion of a personal evaluation form by the OCE graduate to identify the graduate's perception of his/her own competency and his/her perception in retrospect of areas of strength and weakness in the preparation program at OCE.

- Preparation and display by the OCE graduate of pupil outcome data (according to a guide supplied by the college) that can be shared with the college observer the day of the site visit.

- Summary and interpretive comments by the OCE observer of the reactions of colleagues and pupils to the OCE graduate, and of their feelings about the graduate as a teacher and person generally.

The OCE follow-up studies of teacher education graduates have included the following groups of OCE teacher education students:

- A selected sample of 45 first-year teachers who graduated from the OCE elementary education program in 1974 (about one-third of the total number of elementary education graduates employed).

- A stratified, random sample of 54 first-year teachers graduated from the OCE elementary program in 1975 (about one-third of the total number of elementary education graduates employed).

- A random sample of 34 first-year teachers graduated from the OCE secondary program in 1975 (about one-third of the total number of secondary education graduates employed).

Long-term plans call for each teacher taking part in the study to be contacted each year for five years, and then again at the end of 10 years.

The data from the follow-up studies conducted thus far have been analyzed and the findings made available to teacher education students, supervisors, and appropriate personnel for purposes of student evaluation, program decision-making, and research.

Eastern Oregon State College. The program for the follow-up of teacher education graduates at EOSC has been primarily informal. The education professors have extensive and continued contact with the schools and school personnel in the region and there is a great deal of informal feedback coming to the college concerning the performances of its graduates and the strengths and weaknesses of its programs.

In the fall of 1975, the EOSC division of education, after considering various alternatives, made the decision to use the OCE-TR model for the follow-up of its graduates. In the spring of 1976, following the procedures outlined in the model, on-site observations and evaluations were made of 13 first-year graduates (18 percent of the first-year graduates from EOSC in teaching positions). The results have been analyzed and the findings will be used to refine and improve the follow-up procedures.

Southern Oregon State College. Formalized procedures for the follow-up of teacher education graduates at SOSC include the following:

- During the graduate's first year of teaching, the principal of the school where the graduate is teaching is requested to complete an evaluation form concerning the new teacher's performance. The results of the principal evaluations are analyzed, summarized, and made available to appropriate personnel.

- First-year graduates who are teaching are requested to complete an evaluation form concerning the effectiveness of various aspects of the teacher education program at SOSC. The graduates are also asked to assess their teaching effectiveness with reference to a set of basic competencies.

- A follow-up of a small sample of first-year teachers who graduated in 1975 has been conducted using the OCE-TR Model. This coming year (1976-77) it is planned to further use the model in following up a larger sample of first-year teachers who graduated in 1976.

University of Oregon

- In recent years, a variety of methods have been used by the University of Oregon to obtain follow-up data from graduates of the University's teacher education programs. Some of these have focused on particular elements or components of programs and some on a general assessment. Both student and student employer perceptions have been sought to check the effectiveness of the University education programs in assisting the teacher education graduates to deal with on-the-job teaching responsibilities.

- In the fall of 1974, an overall plan was developed for getting information from the graduates on a systematic basis concerning their assessment of the teacher education programs at the University. A survey instrument was mailed to 550 secondary teachers who had graduated from UO in 1973 and 1974. About 20 percent (111 teachers) returned the completed instrument. As a result of the survey and subsequent analysis the program assessment plan has been revised and will be applied to elementary education graduates in 1976-77. Similar data will be collected from employers of UO teacher education graduates and other groups involved in teacher education.

Oregon State University

- At present, OSU relies heavily on its extensive field programs in teacher education for feedback from its graduates and from cooperating school personnel. Supervisors and liaison staff are in constant communication with cooperating teachers, many of them OSU teacher education graduates. Building principals are a significant source of information concerning the performance of the graduates.
- The Placement Office makes annual follow-up studies of OSU teacher education graduates. Periodically, the graduates are requested to evaluate the courses they have taken in terms of their value to teaching success.
- In the elementary education program, a survey is made each year to determine the effectiveness of education courses as judged by the graduates of the program. A plan is presently being developed by the elementary education division which will facilitate and formalize the selection of evaluative data about its graduates.
- The OSU School of Education is currently working on an evaluation plan that will change the evaluation of its graduates from an informal to a formal procedure. The plan is to be comprehensive, cooperative, longitudinal, and integrated with a revised and improved statement of the mission of the school.

Portland State University

- During 1972-73, the PSU School of Education conducted a follow-up of 304 elementary and secondary education graduates to survey their perceptions of the strengths and weaknesses of the education programs at PSU. The results were used to make program changes and improvements.
- A School of Education Evaluation Committee has been given responsibility for designing and implementing a plan and procedures for soliciting systematic feedback from personnel in the field who cooperate with the school and from graduates of the teacher education programs.

Implications of the New Emphases and Trends for the Costs of Instruction in Teacher Education[1]

With the emergence of competency-based teacher preparation programs, the need for better information about costs and benefits has been recognized. Do competency-based preparation programs, with their increased emphasis on field experiences and on involvement of the public schools and other teacher-related agencies, actually cost more to operate than traditional programs? If so, how much more, and what is it in their operation that causes the extra cost? Do the benefits claimed for such programs actually accrue? If they do, do they outweigh or counterbalance the costs?

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[1] The discussion in this section has drawn heavily from a recent publication: H.D. Schalock, B.Y. Kersh, and J.H. Garrison, From Commitment to Practice, The Oregon College of Education Elementary Teacher Education Program, American Association of Colleges for Teacher Education, 1976, pp. 80-117.

Availability of Cost Data for CBTE Programs

As yet, very little is available on the cost of competency-based teacher education.

Early cost estimates provided by the developers of the elementary models ranged from three million dollars for "start-up" costs (Flordia State University) to as much as fifteen million dollars for development and implementation over a five year period of time (Oregon College of Education). Hite[1] has reported the cost of operating the competency-based teacher preparation program at Western Washington State College to be at least 50 percent, or perhaps as much as 100 percent, more than other teacher preparation programs at WWSC.

Oregon College of Education, in cooperation with the Teaching Research Division, has recently completed a costs-benefits study of its competency-based program in elementary education. The study is a pioneer effort in this field. A full report of the study and its findings have recently been included in a national publication.[2] Only the highlights of the study and its findings can be presented here.

It should be pointed out that competency-based preparation programs differ from one institution to another, as do means of determining costs; consequently, information on the costs and benefits associated with the OCE program are not generalizable. However, almost no information of this kind exists, and to the extent that other programs resemble the OCE program, or that states or institutions are thinking about implementing such programs, the information should be indicative, if not directly applicable.

OCE-TR Study of the Costs of Instruction in the OCE Competency-Based Program in Elementary Education

Cost Analysis. The following basic procedures were used in making the cost analysis:

- Costs associated with developing the program, costs associated with operating the program, and costs associated with program related research and documentation-dissemination activities, were reported.
- The usual budget categories of personnel, equipment, services, supplies, maintenance, and overhead were used.
- The costs to the public schools participating in the program were determined as well as the cost to the colleges.

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[1] Herbert Hite, "The Cost of Performance-Based Teacher Education," Journal of Teacher Education, Vol. 24, No. 3, Fall, 1973.

[2] H.D. Schalock, B.Y. Kersh, and J.H. Garrison, op. cit.

- The measures reported included student-faculty ratios and credit hours earned as well as per student costs and dollars spent.
- For each of the measures used, the costs involved in operating both the new and the previous elementary program at OCE were determined for comparative purposes.

Program Benefits. Defining benefits as ". . . anything contributing to an improvement in condition; advantage" (Webster's New World Dictionary, College Edition, 1968), efforts were made to assess the benefits associated with the program according to the category of persons receiving them: students, school supervisors, college faculty/supervisors, and college administrators. As much as possible, benefits to the broader education community were also considered, i.e., State Department of Education, TSPC, professional organizations, and other teacher preparatory institutions. Negative effects and consequences were also documented.

The program benefits identified represented the concensus of two senior faculty members from the elementary division, the research professor who worked with the program from its inception, and the Dean of Faculty. Judgments were sought from other faculty members, students, and cooperating school personnel, primarily through informal discussion.

Since the program has been in operation for only two years, the benefits identified must be viewed essentially as short-term or "immediate" benefits.

Long-term benefits relating to the effectiveness of teachers graduating from the OCE elementary program, especially their effectiveness in bringing about desired learning outcomes in children, will need to be assessed over a longer period of time.

Findings.

- Costs of Program Development. Program development costs were defined as only those costs associated with actual "hands-on" development of materials and procedures (costs involved in "field testing" materials and procedures were treated as program operation costs). A total of $72,000 was spent for the three-year period (1972-73 through 1974-75) in program development activities, with nearly half the amount being spent during the initial experimental year of the program. The development costs during the first three years of implementation centered primarily on the creation of a competency acquisition-demonstration assessment system, and upon the creation of a computer-based system for managing competency-assessment data. It is anticipated that approximately $20,000 will be needed each year for another two or three years to complete the developmental activities that are projected.
- Costs of Program Operation. The following is a tabular summary of the costs of operating the old and new programs to the college and

to the participating public schools:

	PRE-CBTE PROGRAM (1970-71: 275 students; 1971-72: 300 students)	CBTE PROGRAM (1973-74: 240 students; 1974-75: 270 students)
Average Yearly Cost:		
College	$289,933	$273,210
Schools	87,450	117,300
Average Yearly Per Student Cost:		
College	$ 1,009	$ 1,071
Schools	305	468

From the above, it can be seen that:

- The average per student cost of operating the new program to the college and to the public schools combined exceeds the per student cost of the old program by $225 ($1,539 vs. $1,314).

- The average per student cost of the new program to the college exceeds the per student cost of the old program by $62 ($1,071 vs. $1,009). The major source of add-on cost to the new program is in the area of competence acquisition, demonstration, and assessment in field settings.

- The average per student cost of the new program to cooperating schools exceeds the per student cost of the old program by $163 ($485 vs. $305). The added cost of the new program to cooperating schools is accounted for by the increased time spent by cooperating teachers in supervision and assessment activities.

The data also revealed that both student-faculty ratios and student credit hours earned by faculty in the old and new program were comparable. This means, operationally, that the added instruction and supervision burden imposed by the new program were incorporated into the teaching loads of faculty in a way that permitted essentially the same number of students to be carried by faculty in the new program as the old, and essentially the same number of student credit hours to be earned by faculty in the new program as in the old.

- Benefits. The more immediate benefits of the new program as seen by students, school supervisors, college faculty/supervisors, college administrators, and the broader education community are carefully documented in the report of the study, and will not be reported here.

Putting It All Together. Taking into account both the added costs and the benefits of the program, what conclusions can be drawn? How can the cost-benefits data and various other considerations be put together to guide OCE's future actions with respect to the program?

The report makes the following summary statement:[1]

> . . . it is clear by this time that there is not a simple, straightforward answer to this question. For OCE alone, for which the new program costs are only slightly more than the previous program, . . . the benefits would seem to far outweigh the costs. This is the case even if only short-term benefits are considered. When expected long-term benefits are added, it is almost as if OCE has no viable option but to continue the program.
>
> This ignores, of course, the negative consequences that accrue from the program, especially for faculty. If some of these consequences are not reduced in their intensity (for example, the burden of extra work), or if some of the potential dangers in the program are found to be too great (for example, too little instructional time directed to knowledge and skill mastery), faculty members probably will move to modify the program themselves.
>
> An equally legitimate question, and in some respects an even more realistic one, is whether the program as it is presently structured can be afforded. Can the College continue to depend on the financial support of the public schools needed to carry out the program? How long will the Teaching Research Division be able to provide or obtain the funds needed to continue the research, development, and documentation-dissemination functions? The answers to such questions, of course, will depend on many factors, only some of which can be foreseen at the present time. The deciding factor, of course, will be the benefits received. So long as the faculty, the teachers and administrators of cooperating schools, and the personnel within the Teaching Research Division see clear and worthwhile benefits from their participation, the program is likely to continue. If benefits are not viewed as being sufficient, or if for some unanticipated reason participation simply cannot be continued, it is rather obvious that the program will not be maintained in its present form.

Implications of the OCE-TR Cost-Benefits Study for the Costs of Instruction in Elementary and Secondary Teacher Education in the State System

As indicated earlier, it is difficult to make generalizations from the information on the costs and benefits associated with one particular program. It must also be kept in mind that the OCE-TR study did not include secondary education but focused on the OCE elementary education program only. However, some broad conclusions applicable to both elementary and secondary education programs in the State System can be drawn.

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[1] H.D. Schalock, B.Y. Kersh, J.H. Garrison, *op. cit.*, pp. 116-117.

- The major factor leading to higher costs for competency-based teacher education as compared with traditional programs, is the CBTE emphasis on field experiences. The primary source for the add-on costs to the college ($1,071 vs. $1,009 per student per year) and to the cooperating school district ($468 vs. $305 per year) for the new elementary education program at OCE was the stress the program placed on the acquisition, demonstration, and assessment of the student's teaching competencies in the school setting.

  Generally, it can be assumed that more emphasis in teacher education programs on field experiences in the public schools, starting at the freshman or sophomore level and continuing throughout the teacher training period, will result in increased time for observation, supervision, conferences, consultations, travel, etc., for both college and public school personnel; hence, the increased costs.

- Since the new OCE program in elementary education has been in operation for only a few years, only the more immediate benefits of the program could be assessed. Evidence as to the long-term benefits of the program, i.e., evidence as to the effectiveness of the teachers graduating from the program, especially their effectiveness in bringing about desired learning outcomes in children, will have to be collected over an extended period of time through research and follow-up activities, including the continued observation and evaluation of the graduates as teachers on-the-job.

  Costs for teacher education programs in which efforts are made to assess the effectiveness of the programs through the systematic follow-up and evaluation of their graduates will be higher than costs for more traditional programs, which do not employ such follow-up and evaluation. OCE has tentatively estimated that it will take an additional $150 per student per year to carry out such activities (a 14.0 percent increase in per student costs per year).

Summary

In summary, the following observations can be made about recent emphasis and trends in elementary and secondary teacher education in the State System colleges and universities:

1. After jointly developing a competency-based, field-centered model (ComField) for elementary teacher education, the State System colleges and universities have taken strong steps to implement the procedures and concepts called for in the model on their own campuses. Holding to the general principle that performance standards for teaching must be made explicit and that the learning success of the teacher candidates must be measured in terms of the ability to meet performance standards that have been specified, the institutions have adapted and are adapting the model to their own particular situations.

With the adoption in September 1972 of the new Minimum Standards for Oregon Schools, Oregon became the first state in the nation to move to a "competency-based" model of operation in its public schools.

2. State System teacher preparatory programs have greatly increased their emphasis on field-based experiences and the importance of demonstrating teaching competency in the real school and community context. Increasingly, the institutions are providing a continuum of field experiences, carefully integrated with the course work and program activities, that begin when the teacher education student enters the program, and continue throughout the program.

3. Contacts and communication of college and university teacher education personnel with public school personnel have been greatly expanded and improved. The University of Oregon, Oregon State University, and Oregon College of Education have organized formal teacher education consortia structured so as to bring together the institution and representatives of the public schools, professional associations, and the student in planning, operation, and implementation of their teacher education programs.

   In 1973, public school personnel and the organized teaching profession were granted a more significant role in setting standards for teacher certification and accreditation of teacher education programs through the Legislature's vesting of authority therefor in the Teacher Standards and Practices Commission.

4. The State System colleges and divisions of education are moving from reliance on informal information from graduates and teachers in the field, as a basis for evaluating their teacher education programs, to more formalized and systematic follow-up procedures. The three state colleges have developed and initiated procedures involving formal observation and evaluation of their graduates during their first year on the job.

5. More emphasis in teacher education on field experience and on follow-up and evaluation of graduates, is resulting in increased costs for the programs in elementary teacher education, as evidenced by a study made by Oregon College of Education in cooperation with Teaching Research Division, concerning the "cost-benefits" of OCE's new program in elementary education. Further studies are needed to establish more clearly the relationships between various features of the teacher education programs and cost, and the relationship between the cost and the benefits of the program.

A Profession-Wide Study of In-Service Education for Teachers, Educational Specialists, and Administrators in Oregon Public Schools

This final section of this report provides a summary of a profession-wide study of in-service education for teachers, educational specialists, and administrators in Oregon public schools which was initiated during the spring term 1975. It is expected that the final report with recommendations will be completed in June, 1977.

Background

During the fall term 1974, the State System deans and directors of teacher education proposed to the Board's office of academic affairs that a comprehensive study be made of in-service programs for educational personnel in Oregon covering such broad areas as: (1) identification and analysis of the in-service needs of teachers, (2) approaches to the development of effective and coordinated delivery systems for in-service teacher education; and (3) recommendations concerning future directions. Recommendations were to come from the study for all agencies and groups in the state concerned with the continued professional development of educational personnel.

After further discussion and deliberation, the Teaching Research Division was requested to assume major responsiblity for designing and carrying out the study. Dr. Del Schalock, research professor with the Teaching Research Division, agreed to serve as director of the study.

During the summer months (1975) individuals representing the deans and directors, the Board's office, the Teaching Research Division, the Division of Continuing Education, the Teacher Standards and Practices Commission, and the Oregon Department of Education drafted an initial proposal for the study. In September, the proposal was reviewed and approved by the deans and directors and the Board's office of academic affairs. Teaching Research allocated $7,500 from its State appropriation to support the first year of the study. Other groups participating in the study pledged "in kind" contributions by volunteering to carry out particular tasks within the study.

To further enlist the cooperation of the various teacher-related agencies and organizations, a study committee to assist in the planning and implementation of the study was organized. It included representatives from the Oregon Education Association, the Oregon Federation of Teachers, the Teacher Standards and Practices Commission, the Oregon Educational Coordinating Commission, the Oregon School Boards Association, the State System institutions that prepare teachers, the independent colleges and universities, and public school administrators. Dr. A. M. Rempel, from the Board's office, was designated as chairman of the study committee.

Increasingly, as the in-service project progressed, it came to be viewed by the various cooperating groups as a profession-wide study of the continued professional development of educational personnel, and that the study should be conducted in such a way that the recommendations coming from the study would be viewed as recommendations from the profession as a whole.

In the pages that follow the purposes, procedures, and rationale for the study, and progress that has been made, are described briefly. Recommendations coming from the study should be available in draft form by January or February; the study should be completed by June, 1977.

Rationale for the Study

There is increased awareness of the need for improving educational programs for the continued professional development of educational personnel, both by the teacher preparatory institutions and the teaching profession.

Teachers stay on the same job longer; fewer new teachers are entering the profession. Legislators and taxpayers are concerned that schools become more "cost effective." New challenges to teachers are emerging that were not anticipated in their preparation. Teacher organizations are taking strong positions in favor of teachers having a major voice in determining their continued professional development.

In Oregon, in-service programs for teachers and administrators in the public schools take many forms and come through many sources. Traditionally the institutions of higher education, through the Division of Continuing Education, have been the major source for in-service offerings, but today in-service teacher education is provided to an increasing degree by school districts themselves. In-service teacher education in Oregon obviously has changed in recent years so far as needs, programs, and procedures are concerned, but as yet little corresponding change has been made in the policies pertaining to in-service in the state nor in the manner in which continued professional growth through in-service study is recognized. Clearly, the evolution of policies and procedures for in-service education in Oregon have not kept pace with those for the initial preparation of teachers and school administrators.

With the adoption of the new Minimum Standards for elementary and secondary schools in Oregon, it is also clear that the evolution of in-service programs and practices have not kept pace with need. To meet the needs for staff training and development implied by the new standards, a massive in-service effort will have to be undertaken. As yet, however, there is no generally accepted plan for pinpointing what the in-service needs for educational personnel in the state are, no generally accepted plan for meeting those needs once they have been identified, and no generally accepted means for encouraging and/or recognizing continued professional growth on the part of education personnel who take part in in-service activities.

Basic Purpose

The basic purpose of the study is to identify existing programs, procedures, policies, and needs with respect to the continued professional growth of public school personnel in Oregon, and to develop a set of policy recommendations for keeping abreast of and meeting the needs for continued professional growth for the foreseeable future.

Objectives

The following are the objectives that have been set for the study:

1. Identify and document the continuing education needs of districts, teachers, and administrators in Oregon.
2. Identify and document the means through which personnel and agencies have attempted and are attempting to meet these needs.
3. Identify and document the resources available within the state to meet these needs.
4. Identify and document all state-wide policies that govern or in any way bear on the implementation of continuing education programs for school personnel.
5. Identify and document the roles and objectives various agencies, groups, and organizations regard as appropriate for themselves within the context of continuing education for school personnel.
6. Review programs, policies, and procedures that are in use or being developed elsewhere in the nation for the continued professional growth of school personnel.
7. Develop a set of policy recommendations for the continued professional growth of educational personnel in Oregon, and a plan for coordinating resources in such a way that the continuing education system is responsive to the evolving educational needs of the state.

Procedures

The study was designed to be carried out in three distinct phases. Phase 1, which was carried out between November 1975 and June 1976, was designed to provide the background needed to begin formulating policy recommendations. In essence this phase of study was to achieve the first six objectives listed above.

Phase 2, which is to take place during the fall months of 1976, will be devoted to the initial formulation of recommendations coming from the study, and the initial drafting of final reports. Additional background studies that appeared to be needed as a result of the policy formulation process also will be carried out.

Phase 3, which is to take place during the winter and spring months of 1977, will be devoted to a review and refinement of the recommendations fashioned in Phase 2. The review and refinement process will be carried out by the various institutions and agencies represented in the study. With completion of the study it is aimed to have a set of recommendations for the continued professional development of educational personnel in Oregon that can be forwarded to the appropriate policy making bodies within the state and used as a basis for formulating state-wide policies for this critical area of the Oregon educational system.

Progress to Date

Essentially all background studies have been completed as a basis for policy recommendation. These include:

- An analysis of existing policy statements pertaining to the continued professional growth of school personnel in Oregon, including a sample of such statements existing at the district level (responsibility assumed by Teacher Standards and Practices Commission and the Division of Continuing Education).
- A study of the perceived impact of the new Minimum Standards on the roles, tasks, and needed competencies of teaching personnel in the state (responsibility assumed by State Department of Education).
- A review of the literature on current studies, trends, and practices in in-service education (responsibility assumed by State Department of Education).
- First-hand contact by telephone or visitation with promising programs of in-service education elsewhere in the nation (responsibility assumed by Teacher Standards and Practices Commission).
- An exploratory study of in-service activities engaged in by school personnel, the conditions surrounding participation in these activities, the provider of the activities, anticipated needs for in-service in the future, ways to improve in-service offerings, etc. (responsibility assumed by Teaching Research).
- An exploratory study of the nature and range of in-service programs offered to educational personnel by colleges and universities in the state, the conditions surrounding participation in these programs, in-service needs anticipated in the future, etc., (responsibility assumed by Teaching Research).

Three background studies remain to be completed:

- An analysis of the roles and responsibilities currently being assumed by the various institutions and agencies in the state concerned with in-service, for example, institutions of higher education, professional associations, the State Department of Education, the Teacher Standards and Practices Commission (responsibility assumed by Teaching Research, Division of Continuing Education, and the office of the vice-chancellor for academic affairs).

- Documentation and analysis of the kinds of in-service activities engaged in or offered through these various institutions and agencies (responsibility assumed by Teaching Research, Division of Continuing Education, and the office of the vice-chancellor for academic affairs).

- Documentation and analysis of the financial resources currently available to school personnel in Oregon for continued professional development.

In addition to the background studies that have been completed, a language for dealing with the continued professional development of educational personnel has been formulated, the format for recommendations coming from the study has been established, and a framework for viewing continuing professional development activities within the state as a whole has been drafted. Finally, an outline of the final report of the study has been reviewed and approved tentatively by the study committee.

Next steps, as outlined by the study committee, are:

1. Complete the background studies needed to formalize recommendations (to be done by November 15).
2. Draft recommendations (to be done by December 15).
3. Submit recommendations to review by interested institutions and agencies (January 10 to March 10).
4. Carry out additional background studies needed as a result of the policy formulation process, or that are needed to support/sharpen/refine the recommendations that have been made (January 10 to March 10).
5. Continue the review and refinement process until the recommendations are acceptable to all participating institutions and agencies (March 15 to May 15).
6. Submit the final set of recommendations along with a description of how they were established and a request for appropriate actions, to the various educational policy formulating bodies within the state (June 15).

APPENDIX

Admission and Retention Policies in Teacher Education in the State System Colleges and Universities

Admission and Retention Policies in Teacher Education in the State System Colleges and Universities

During this period of reduced demand for production of elementary and secondary teachers, it has been the expectation of the Board of Higher Education that State System institutions would make a special effort to improve their selection and retention procedures with the objective of assuring admission to and retention in teacher education of high quality students.

To provide evidence that the State System institutions are indeed following policies of selective admission to and retention in their teacher education programs, we are providing in this addendum a more comprehensive summary of teacher education admission and retention policies in the State System institutions as well as supplying specific information about the policies that apply on each campus.

Summary

Admission to Teacher Education Practices and Procedures

The following observations can be made about admission practices and procedures in elementary and secondary education at the State System institutions:

- With the exception of UO, all institutions require a minimum cumulative GPA (overall) for admission to teacher education. Minimum GPA requirements range from 2.00 at OCE; 2.20 at SOSC; 2.25 at EOSC and OSU; to 2.50 at PSU. Since cumulative student GPA's are no longer computed at UO, a specific cumulative GPA for admission to teacher education is not required, except the student must be in good standing, i.e., not on academic probation.

  Four of the institutions (EOSC, SOSC, OCE, and PSU) require a minimum GPA of 2.50 in the subject area major for admission to secondary teacher education. At OSU, the GPA requirement for admission to secondary education varies from 2.25 to 2.50 in the various departments; at UO the GPA requirement varies from 2.75 to 3.00.

- EOSC and SOSC require that 45 quarter hours of coursework be completed before admission to elementary and secondary education; OSU and PSU require 75 quarter hours; and OCE requires 90 quarter hours. The UO has no set figure for total coursework hours to be completed prior to admission. Typically, students apply for admission either as sophomores or beginning juniors.

- All institutions require satisfactory performance in written composition for admission to teacher education. The institutions either require successful completion of one or two terms of courses in writing, or attaining a certain standard of performance on a standardized or institution-developed English test.

  Four of the institutions (EOSC, SOSC, OCE, and OSU) require students to demonstrate speaking competency by passing a speech test (usually administered by the speech department). Two institutions (EOSC and OSU) require minimum scores on a standardized reading test, and two institutions (SOSC and OSU) require satisfactory scores on a standardized test in mathematics (required for elementary education students only at OSU).

  At all institutions except PSU (only in elementary education at UO), the candidate must be recommended for admission by a screening committee, which makes its recommendations on the basis of an evaluation of the student's transcripts and test results, and consideration of the applicant's interest in and aptitude for teaching. Judgments concerning the applicant's orientation to and potential for teaching are based on data collected through sources such as committee interviews with the candidate, written evaluation of the student's potential for teaching by professors or other cooperating personnel involved with the student, student autobiographies and self-evaluations, student essays on topics of general and special concern to schools and/or society, etc.

  At PSU, rather than requiring an interview with a screening committee, each student is required to have three evaluation interviews for admission to the teacher education programs, one conducted by the student's advisor, one by a faculty member from the school of education, and another by a public school person.

  At UO, secondary education students are assigned to and interviewed by an advisor in the student's proposed teaching field and must complete a program planning form with the assigned advisor before being admitted to the secondary teacher preparation program.

- After the applications for entry into teacher education have been reviewed, students are notified as to acceptance into the program, conditional acceptance, or rejection. If acceptance is conditional, usually instructions are given to the student and the student's advisor concerning the deficiencies the student must clear to be admitted. Students may reapply when the deficiencies have been met.

Retention Procedures

At all of the institutions, admission to the teacher education programs does not guarantee continuation. Continuation in either elementary or secondary education is contingent upon the following:

- Maintaining an overall GPA and a GPA in the teaching area at the level set by the institution for admission to the program.
- Satisfactory completion of the courses in professional education including the teaching methods and materials courses.
- Satisfactory performance in student teaching as judged by the candidate's college supervisor and cooperating teacher in the public school.

The major evaluation checkpoint after admission to the teacher education program comes at the time when the student makes application for student teaching. At this point, it is determined whether the student has completed the necessary coursework, has met the [illegible] requirements, and has made up and corrected previously-noted deficiencies.

With the exception of PSU, all institutions require successful experience and performance on the part of the teacher education candidate in a pre-student practicum in the public schools before being admitted to student teaching. PSU requires such a practicum experience in the public schools as a condition for initial admission to the teacher education program.

Changes in Admission and Retention Policies Over the Past Five Years

Changes that have taken place in admission and retention policies and procedures in State System institutions over the past five years (since 1971-72) can be summarized as follows:

- EOSC and OSU have increased the overall GPA required for admission to and retention in their teacher education programs from 2.00 to 2.25.
- Several of the institutions have increased their emphasis on satisfactory performance on designated tests as a requirement for admission to elementary and secondary education. EOSC now requires the candidates to achieve certain achievement levels on tests in reading, writing, and speaking; OSU requires passing a standardized skills test in reading comprehension, spelling, and mathematics for students in elementary education; and PSU requires candidates to write an autobiography and an essay on a topic of general or special concern to the schools and/or society.
- UO has introduced the use of a screening committee to screen candidates for admission to elementary education, and now requires successful completion of a pre-student teaching practicum for admission to student teaching for both elementary and secondary education students.
- OCE and OSU have developed field-based, pre-student teaching block programs (elementary and secondary block at OCE; sophomore and junior block at OSU) which stress evaluation of student performance in public school situations. Students must demonstrate adequate teaching competencies before being admitted to student teaching.

- PSU has made significant changes in its admission to teacher education procedures effective fall 1976, e.g., requirement of successful field experiences in the public schools before admission to teacher education; requirement of three evaluation interviews with university and public school personnel.

Eastern Oregon State College

Requirements and Procedures for Admission to Teacher Education

Requirements:

Requirement	Elementary	Secondary
GPA required for admission:		
Overall	2.25	2.25
In the major	----	2.50
No. of quarter hours of coursework to be completed before admission:	45	45

Required tests:

1. Nelson-Denny Reading Test - Vocabulary and Comprehension (student must score at the 25th percentile for college sophomores or higher).

2. Writing proficiency (writing test developed by EOSC which all students must pass before being permitted to graduate).

3. Speaking ability (as a part of Ed 329, Introduction to Teaching, speaking competency of the student is assessed by at least two professors, and the results included in the student's Application for Admission).

Candidate must be recommended for admission by screening committee.

Procedures:

The following procedures apply for admission to teacher education for both elementary and secondary education majors:

1. The student makes formal application for admission to the teacher education program just prior to completion of two years of coursework or during the first course in the professional education sequence, Ed 329, Introduction to Teaching. The application is completed with the help of an advisor and carries the advisor's signature. Students are encouraged to submit an application earlier than the end of their secondary year if they desire.

2. The application is screened by the program coordinator and forwarded to the teacher education committee (more recently the entire education division) for acceptance or rejection. Formal admission is granted upon approval of the committee or the division faculty. In some cases, there is conditional acceptance with instructions to the advisor and student concerning deficiencies that the student must clear.

3. A letter is sent to the student by the director of teacher education informing the student of acceptance, conditional acceptance, or rejection.

Changes in Admission Requirements and Procedures over the Past Five Years:

1. Overall GPA required has been changed from 2.00 to 2.25.

2. Minimum score on the Nelson-Denny Reading Test is now required.

3. The student is required to demonstrate speaking competency in conjunction with Ed 329, Introduction to Teaching.

Retention in the Teacher Education Program

The major evaluation checkpoint after admission to the teacher education program comes in conjunction with the Application for Student Teaching.

Procedures:

1. The student submits an Application for Student Teaching during the year prior to student teaching and not later than the spring term. At this time, it is determined if the coursework in the endorsement area is completed or scheduled. GPA's are checked, and it is determined whether deficiencies noted previously have been made up and satisfied. The application form is signed by the endorsement area advisor and the education advisor and submitted to the director of teacher education.

2. The student applications for student teaching are considered at a formal meeting of the education division. During the discussion specific cases are reviewed and opportunity is provided for faculty members who have worked with a particular student in different settings to share perceptions of the student's strengths and weaknesses and the student's progress and potential. Formal action is taken to admit or not to admit to student teaching. In some instances, students are admitted to student teaching conditionally, with a specification of deficiencies needing correction.

Changes over the Past Five Years:

Writing proficiency must be demonstrated on an institutionally prepared test prior to graduation.

Admission and Retention Data

	1973-74	1974-75	1975-76
Elementary Education			
No. of applications*	76	105	58
No. admitted	62	68	55
No. completing program	60	55	51
Secondary Education			
No. of applications*	75	124	73
No. admitted	58	63	56
No. completing program	64	51	47

*Represents the number of students who registered for Ed 329, Introduction to Teaching. Not all of them filed formal application to the program.

Additional Teacher Education Student Data

The mean score of education students on the verbal and mathematics portion of the Scholastic Aptitude Test (SAT) in 1975 was 858, as compared with a mean score of 843 for all students at EOSC. The national mean score for all students is 906.

Performance of EOSC Education Students in
The Nelson-Denny Reading Test
(1975-76 Introductory Classes in Education)

		Mean Percentile Scores[1]	
Group	No.	Vocabulary & Comprehension	Reading Rate
Elementary Education	42	49	49
Secondary Education (undeclared concentration)[2]	6	65	42
Secondary Education (declared concentration)			
Science-Biology	10	45	22
Math	2	48	40
Physical Education-Health	19	26	38
Language Arts	11	77	57
Social Science	15	62	52
Music	3	37	57
Business	9	41	35
Art	4	66	73
Foreign Students	2	-1	5
Other	21	46	48
Total	144	Mean - 47	Mean - 43

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[1] As compared with national norms for college sophomores.

[2] Students taking introductory course out of general interest. No declared concentration.

Southern Oregon State College

Requirements and Procedures for Admission to Teacher Education

Requirements:

1 Requirement	2 Elementary	3 Secondary
GPA required for admission:		
Overall	2.20	2.20
In the major	----	2.50
No. of quarter hours of coursework to be completed before admission:	45	45

Required tests:

1. Demonstrated level of proficiency in speech - a "B" or better in a preliminary speech-communications course; or passing a speech screening test administered by the speech department.

2. Demonstrated proficiency in written English - a GPA of 2.5 or better in Writing 121 and Writing 222 or equivalent; or passing the Cooperative English Test (standard set by English Department). A student not passing the Cooperative English Test may submit an assigned theme. Prescribed remediation by the English Department is available to the student if the theme is unacceptable.

3. Demonstrated proficiency in mathematics - completing any one of Math 160, 164, 166, or 312 with a "C" or better; or passing the Standardized Arithmetic Achievement Test (Bobbs-Merrill) according to standard set by mathematics department.

Candidate must be recommended for admission by screening committee.

Procedures:

The following procedures apply for admission to teacher education for both elementary and secondary education majors:

1. The application for admission to candidacy for the teacher education program may be submitted as soon as the student has reached sophomore standing. However, the student must have met the requirements for admission listed above before filing for admission. Also, the application must carry the signature of the student's advisor.

2. Applications for admission to teacher education are considered by the teacher education admissions and retention committee. If the student meets all requirements, he is routinely admitted to the program. If the student does not meet the requirements, the committee has two options:

   - It may reject the application, possibly with advice as to what deficiencies must be overcome before a re-submission will be considered. In practice, this does not usually occur since students who are notably deficient seldom apply, nor would they ordinarily secure their advisor's signature.

   - If the deficiency is of a minor or technical nature, the committee may approve a deviation. The committee may indicate that the deficiency is acceptable or may stipulate some course of action that the student must follow to remedy the deficiency.

   Under no circumstances, are students allowed to enroll in education courses other than Ed 317, Social Foundations of Education, unless they have been admitted to the teacher education program or a deviation has been approved by the teacher education admission and retention committee.

3. Along with the application for teacher education the student is responsible for having five of his/her instructors submit evaluations to the teacher education admissions and retention committee. Also, shortly after the student has submitted an application for admission to teacher education, the student's name is placed on a list which is distributed to the SOSC faculty. Each faculty member is asked to review the names on the list and submit to the education office in writing, on yellow cards provided, any reservations he or she might have about the entry into teacher education of any of the students listed.

4. If committee action is favorable to the student, a letter of provisional acceptance is mailed to the student, and the student is provided a card permitting further enrollment in education classes. Students not accepted into the teacher education program receive written notice of the committee's action and are encouraged to make an appointment to discuss the matter with the appropriate coordinator (elementary or secondary education).

Retention in the Teacher Education Program

Admission to the program does not guarantee continuation . Students may be dropped from the program for any of the following reasons:

1. Failure to maintain a 2.2 cumulative GPA or a 2.5 GPA in the student major.

2. Failure to get a "C" grade in the education courses (methods and materials).

3. Occasionally a teacher candidate is identified by some member or members of the faculty as being in need of special attention because of some social or psychological deficiency. So that the faculty can be of assistance to such a student, continuous and careful observation is made of the student by the appropriate coordinator and all other faculty members who have direct contact with the student. The student is aided in preparing a plan of improvement followed by assessment of the student's progress and appropriate feedback to and conferral with the student. Students failing to show sufficient improvement may be dropped from the teacher education program by the executive body of the teacher education admissions and retention committee. The student receives written notice of the action and is reminded of his or her right to appeal the decision to the total teacher education admissions and retention committee.

4. If in the professional judgment of the admissions and retention committee, a candidate's performance in the classroom as observed in student teaching and other aspects of the program is considered inadequate, the student is not retained in the program.

Admission and Retention Data

	1973-74	1974-75	1975-76
Elementary Education			
No. of applications[1]			
No. admitted	141	137	125
No. completing program	125	101	88
Secondary Education			
No. of applications[1]			
No. admitted	185	170	180
No. completing program	109	188	119

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[1] Since students are not encouraged to apply until they have met the mimimum requirements for admission, those who apply are usually admitted.

Additional Student Data

The following table indicates that grade point averages (GPA) of students in teacher education are higher on the average than the GPA for all students at SOSC:

Class	Students in Teacher Education				All Students	
	Elementary Education		Secondary Education			
	No. of Students	Average GPA	No. of Students	Average GPA	No. of Students	Average GPA
Sophomores	24	3.154	5	3.010	913	2.887
Juniors	58	3.041	25	3.272	828	2.920
Seniors	108	3.045	91	3.025	955	2.987

Oregon College of Education

Requirements and Procedures for Admission to Teacher Education

Requirements:

Requirement	Elementary	Secondary
GPA required for admission:		
Overall	2.00	2.00
In the major	2.50	2.50
No. of quarter hours of coursework to be completed before admission:	90	90
Required tests:	1. Passing grade on a writing test developed by OCE. 2. Successful completion of Sp 111, Speech Fundamentals, or equivalent.[1]	

Procedures:

The student's application for admission is filed in the office of the director of field services. Admission is automatic provided the student meets the admissions standards listed above.

As the student progresses toward his/her educational goal, additional evidence is included in the file for subsequent review.

Requests for waivers of admissions standards or reconsideration of negative decisions are made to the teacher education screening committee which is chaired by the director of teacher education.

Retention in the Teacher Education Program

1. Screening during the elementary and secondary block courses (Ed 361, 362, 363). The elementary and secondary block courses are used to screen students prior to student teaching. For elementary education students, each student is interviewed by his/her faculty sponsor and counseled on the basis of group-type personality test data. In addition, students gain extensive practice in actual classroom settings and have their performance evaluated in short lesson teaching and in assuming full responsibility for an elementary classroom for three to five days. Each student must demonstrate competency in the classroom activities set up as a part of the elementary block before being admitted to student teaching. Procedures similar to those used and developed in the elementary block are being introduced and gradually implemented in the secondary block.

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[1] OCE is presently experimenting with and considering the use of an interview with the candidate to determine the adequacy of the candidate's communication skills.

2. Admission to student teaching. Students apply for student teaching in March of the year prior to their anticipated student teaching assignment. Evaluation of the student's record prior to student teaching is made by the teacher education screening committee.

   As indicated above, admission to student teaching in the elementary program is based on the evaluation of student during the two-term elementary block sequence. Each student's record includes the results of interviews completed during the elementary block, the competency ratings of his/her classroom performance, and the recommendations of the faculty sponsor. The cumulative GPA for admission to student teaching must be not less than 2.00.

   Applications for admission to student teaching by students in secondary education are referred to the appropriate departmental screening committee for review and recommendation prior to consideration by the college teacher education screening committee. The departmental screening committees make their recommendations on the basis of (1) the GPA in the teaching field (most departments require a 2.50 GPA in the teaching major); (2) recommendations from faculty members in the departmental area; and (3) the record of satisfactory completion of the secondary block course (Ed 363) and the appropriate special methods course in the teaching major.[1] Departmental committees may recommend to the teacher education screening committee approval, delay, or denial of the student's application. Final action is the responsibility of the all college screening committee.

3. Competency in student teaching. Students in both elementary and secondary education must demonstrate competency in classroom teaching during student teaching. An assessment procedure modeled after that used in the elementary and secondary block courses (referred to above) has been developed for this purpose. Both college supervisors and the classroom (school) supervisor rate the performance of the student.

Changes in Retention Procedures Over the Past Five Years

The requirement of demonstrated student competency in classroom activities for admission to student teaching and for retention in the teacher education program as a part of the elementary and secondary block courses was established in 1972 with the introduction of the new program in elementary education. Since 1972, there has been a continuous process of refining and improving student evaluation procedures and the use of student evaluation data in the selective retention process.

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[1] Some departments require additional evidence of the student's competency, e.g., the art department requires the student to present a portfolio of art products; in music, each student demonstrates both piano and voice proficiency at a level that assures the music faculty that the student will be successful in teaching music.

Admission and Retention Data

	1973-74	1974-75	1975-76
Elementary Education			
No. of applications	310	270	250
No. admitted	295	250	236
No. completing program	282	228	215[1]
Secondary Education			
No. of applications	245	220	240
No admitted	220	209	225
No. completing program	217	189	216[2]

Number Who Did Not Pass Elementary Block (Ed 361, 362) or Student Teaching (Elementary) in 1975-76

	Elementary Block		Student Teaching
Reason	Term I (No.=177)	Term II (No.=274)	(No.=233)
Withdrew			
During term	10	3	9
Afterwards	7	0	1
Below standard	0	5	8
Did not complete	0	5	7
All reasons	17 (10%)	13 (5%)	25 (11%)

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[1] Includes 28 post-baccalaureate students completing basic norm requirements.

[2] Includes 11 post-baccalaureate students completing basic norm requirements.

University of Oregon

Requirements and Procedures for Admission to Teacher Education

Requirements:

GPA required for admission:	Currently, a specific GPA for admission is not required. The student must be in good standing, i.e., not on academic probation. Entering freshmen at UO must have achieved a GPA of 2.50 or better in high school for admission to the university.
No. of quarter hours of course work to be completed before admission:	There is no set figure for total coursework hours that must be completed prior to admission. Typically, elementary education students enter as sophomores or beginning juniors; secondary education students enter as juniors.
Required tests:	Students must have successfully completed at least one term of required work in English composition for admission and must successfully complete a second term prior to student teaching. They must also obtain clearance from the speech pathology department on a speech and hearing check before student teaching.
Other requirements:	Elementary education students must go through a screening procedure which includes (1) an interview with a trio of staff members, (2) letters of reference, and (3) a written autobiography.

Procedures:

Elementary Education:

1. Preliminary admission to the program is contingent on a positive recommendation by a screening interview committee.

    - The screening interview has three major goals: (a) to encourage the student's introspection in regard to the congruence of his/her experiences, interests, and objectives with those appropriate to the teaching profession; (b) to provide the student with information and to advise the student about the program and the profession; and (c) to serve as a preliminary screening/selection process.

- Interview committees are usually composed of two or three members. One member must be from the regular elementary staff. Other members may be graduate teaching fellows and liaison supervisors with the district schools.

- The students interviewed are evaluated in terms of seven criteria: intellectual potential, public service, rapport with peers and children, interest in teaching, ability to communicate with others, sensitivity and appreciation for cultural pluralism, and awareness of social problems.

2. Folders of students judged by the interviewing committee as not having met the stated criteria are reviewed by the coordinator of elementary field placement and the chairperson of the department of curriculum and instruction.

3. Letters are sent to all students having gone through the screening interview. Students not accepted into teacher education are informed of the specific criteria which have not been met and are given suggestions for improving their qualifications for the program.

4. Students wishing to appeal the decision of the screening committee may petition an appeals committee consisting of the chairperson, department of curriculum and instruction, director of teacher education, and the student's advisor.

Secondary Education:

Students are conditionally admitted into the secondary teacher preparation program (usually beginning of junior year) after they have indicated an interest in becoming a secondary teacher, reviewed the program's goals, expectations, requirements, and opportunities, and after they have completed a program planning form with assigned advisors. Students are assigned to an advisor in their proposed teaching field (if enrolled in the college of liberal arts, also to an education advisor).

Changes in Admission Requirements and Procedures Over the Past Five Years.

The present screening procedures, including an interview of the candidate by a screening committee in admission to elementary education, were adopted in the fall of 1972.

Retention in the Teacher Education Program

Elementary Education:

Elementary majors are fully accepted into the certification program only after they have successfully completed a full term as instructional assistants in the public schools. Evaluations from the classroom teachers to whom the instructional assistant was assigned are the single most significant factor for retention at this point. The school principal and the university supervisor also provide input regarding the student's performance.

Further evaluations involving both cooperating teachers and university supervisors are made of the student's competency for classroom teaching during student teaching. Candidates who are unsuccessful in student teaching, a judgment made jointly by field and campus professional staff, may graduate with a baccalaureate degree in education, but without a teaching certificate.

Secondary Education:

1. Secondary education students are not considered to be fully admitted to the program, and eligible for student teaching, until they have successfully completed a pre-student teaching practicum. After completing the practicum, the student evaluates his/her own performance and is evaluated by his/her practicum supervisor. The advisor judges the student's readiness for student teaching and full admission into the program.
2. Students must satisfactorily complete the required work in professional education and maintain a cumulative GPA of 2.75-3.00 (some variation among departments) in the teaching major.
3. After student teaching, the advisor must recommend final approval of the student for certification in the student's subject area.

Changes in Retention Procedures Over the Past Five Years

Successful completion of a pre-student teaching practicum for admission to student teaching for both elementary and secondary teaching was introduced as a requirement in the fall of 1972.

Admission and Retention Data

	1973-74	1974-75	1975-76
Elementary Education			
No. of applications	Not	184	187
No. admitted	available	164	171
No. completing program		160	171
Secondary Education			
No. of applications		281	308
No. admitted		225	270
No. completing program		220	265

Oregon State University

Requirements and Procedures for Admission to Teacher Education

Requirements:

Requirement	Elementary	Secondary
GPA required for admission:		
Overall	2.25	2.25
In the major	2.25	2.25 - 2.50
No. of quarter hours of coursework to be completed before admission	75	75
Required tests:	Speech/Hearing Test Standardized Skills Test (Reading comprehension, spelling, mathematics)	Speech/Hearing Test

Candidate must be recommended for admission by screening committee.

Procedures:

1. Each applicant completes an application for admission to the teacher education program.

2. The applications are reviewed by a faculty screening committee in the program area to which the applicant is applying for admission.

3. The various program areas may establish special requirements for admission in addition to those listed above.

   - Elementary education requires each applicant to present documented evidence of having successfully completed 40 hours of field experience in an elementary or junior high school classroom. Each elementary applicant is also required to be screened by a selection committee composed of a public school administrator, a faculty member, and a senior elementary student. The purpose of the interview is to ascertain the student's level of interest in education, personal and social strengths, and potential for success in the field of teaching.

   - Actions taken by the science education faculty with respect to admission of students are recorded in the published minutes of staff meetings. The minutes also contain action taken on various requests for substitutions, and modifications of criteria of acceptance. Requests must be submitted by students in writing and are acted upon by the entire science education faculty. A file is kept on each student, and, collectively, the files serve as compiled data on students both admitted and denied admission to the teacher education program.

4. Applicants are notified as to the action of the screening committees. Unsuccessful candidates are notified of unmet criteria and may reapply when requirements have been met.

Changes in Admission Requirements and Procedures Over the Past Five Years

1. Overall GPA required has been changed from 2.00 to 2.25.
2. In elementary education, successful completion of a Standardized Skills Test and screening by an interview committee have been added to the admission requirements.

Retention in the Teacher Education Program

Retention of students in the teacher education program is based on the continuous evaluation of students in academic courses, professional courses, and field experiences.

- Students must continue to meet the academic requirements of the university, school, and unit both in terms of required courses and minimum GPA.
- After admission, students are evaluated and reviewed at least three times: during Theory and Practicum II, during Theory and Practicum III, and during student teaching. (Theory and Practicum II and III are the field-based pre-student teaching programs.) At each of these points written evaluations are made by both the public school cooperating teacher and the university field supervisor. Retention is based on the meeting of stated and observed competencies.
- Every effort is made not to remove students from the program arbitrarily or unfairly. Students with difficulty are given a second opportunity to meet requirements. On occasion, a student who has completed all requirements for a degree but student teaching is permitted to graduate but is not recommended for certification.

Changes in Retention Procedures Over the Past Five Years

The sophomore and junior block field and practicum courses have been developed to their present form over the past five years, i.e., identification of desired competencies, use of systematic evaluation procedures, and the use of student evaluation data in student guidance and retention in the program.

Admission and Retention Data

	1973-74	1974-75	1975-76
Elementary Education			
No. of applications	213	227	161
No. admitted	208	213	151
No. completing program	194	186	182
Secondary Education			
No. of applications	390	357	369
No. admitted	367	347	312
No. completing program	419	416	379

Portland State University

Requirements and Procedures for Admission to Teacher Education

Requirements:

Requirement	Elementary	Secondary
GPA required for admission:		
Overall	2.50	2.50
In the major	2.50	2.50
No. of quarter hours of coursework to be completed before admission:	75	75
Required tests:	Writing test--student is required to write an autobiography and a formal essay which is graded.	
Other requirements:	Three evaluation interviews. Successful completion of a practicum experience in the public schools.	

Procedures:

During the 1975-76 academic year, PSU adopted revised admissions procedures for its students in elementary and secondary education for implementation in the fall of 1976. The following are the revised procedures:

1. Students who wish to become teachers must enroll in Ed 310, Social and Cultural Foundations and Ed 312, Psychological Foundations of Education before formal application is made for admission to teacher education. The only pre-requisite for these two courses is that each student must have earned at least 60 hours of college credit. Formal admission, however, is not granted until a student has earned 75 or more hours of college credit.

2. Each student while taking Ed 310, Social and Cultural Foundations, is required to write an autobiography and a formal essay on a topic of his/her selection from a list of topics of general and special concern to schools and/or society. The autobiography is graded for spelling and legible handwriting. The essay is graded for substance, use of standard English, unity, coherence, and spelling.

3. Each student while enrolled in Ed 312, Psychological Foundations of Education, is required to study learners and learning in a public school for a minimum period of one-half day per week in a kindergarten, primary, intermediate, or upper grade assignment. The evaluation of the student by the assigned teacher is one of the factors considered in admission to the program of studies.

4. Each student is required to have three evaluation interviews for admission to the school of education. The persons conducting the interviews shall be: 1) the student's advisor, 2) a faculty member from the school of education, and 3) a public school official (a list of those willing to conduct interviews is on file in the school of education office).

5. An application to the school of education must be submitted by the sixth week of the term preceding admission.

Changes in Admission Procedures Over the Past Five Years

The following are the changes in procedures for admission to teacher education that have taken place over the past five years:

1. Completion of beginning courses in the social, cultural, and psychological foundations of education (Ed 310 and Ed 312) before admission to teacher education.

2. Requirement of field experience in the public schools (one-half day per week for a term) for all teacher candidates prior to admission.

3. Requirement for the student to have three evaluation interviews with selected personnel before admission.

4. Requirement of an autobiography and formal essay, with the results used in the admission process.

Retention in the Teacher Education Program

1. The student must submit an application for student teaching. To be eligible, the student must have maintained a cumulative overall GPA of 2.5, and a cumulative GPA of 2.5 in professional courses.

2. Retention in the teacher education program is contingent upon favorable mid-term and final student teaching evaluations by the college supervisor and the district classroom supervising teacher.

Admissions and Retention Data

	1973-74	1974-75	1975-76
Elementary Education			
No. of applications	Not	218	243
No. admitted		179	168
No. completing program		223	165
Secondary Education	available		
No. of applications		200	278
No. admitted		117	144
No. completing program		200	219